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A MESSAGE FROM THE PRESIDENT

A tradition of leadership, excellence and innovation in the delivery of healthcare embodies the 95-year history of Salus University's founding college, the Pennsylvania College of Optometry. From its establishment in 1919 through today, this institution has set the standard for health, education, and rehabilitation professionals, advancing their scope of practice and maintaining and continually expanding its focus on academics, while acquiring a distinguished record of firsts, particularly in optometry.

Our commitment to preparing highly skilled professionals ensures the University consistently provides the highest level of education for all of our specialties, positioning our graduates as future leaders and state-of-the-art providers who will be at the forefront of their professions.

Student education at each of the University's four colleges speaks to the many aspects of this century’s growing need to promote health and well-being throughout society. Through our innovative curricula, the University offers a broad-based, interdisciplinary clinical education, presenting our students with a wide range of challenging primary care opportunities. Well-known for our excellent clinical education, our commitment to clinical training presented early in the program has provided an advantage for Salus University students when the externship placement process begins.

The future of the health professions is dynamic. Advancements in technology, unimaginable in the past, have become standard practice today. Changes in the nation’s healthcare delivery system are significantly altering every facet of our diversified medical fields. The mission of Salus University concentrates not only on keeping pace with these rapidly expanding areas but, more importantly, setting national trends and standards and being the leader in providing the nation’s top health, education, and rehabilitation professionals.

Our success as an institution derives from combining bright, motivated students with outstanding, world-class faculty, excellent facilities and creative, diverse learning opportunities. Your interest in the University indicates a desire to enter a profession currently experiencing unprecedented growth and development. I encourage you to join the Salus University family. The challenges will be great, but the rewards will be many.

Michael H. Mittelman, OD '80, MPH

SALUS UNIVERSITY 2014-2015 Catalog
UNIVERSITY MISSION, VISION AND CREDO

MISSION

The mission of Salus University is to protect and enhance health and well-being through education, research, patient care and community services worldwide.

VISION

The vision of Salus University is to be recognized nationally and internationally for excellence and innovation.

CREDO

• We believe our first responsibility is to our students. We strive to provide them with the highest quality education through ongoing innovation in our learning strategies.

• We believe in the importance of integrating theory and practice in our educational programs.

• We have a responsibility to our alumni to continually engage them in the development of the University. We are committed to providing them with the highest quality post-graduate education, which enhances continued competence throughout their careers. We must support the professions they represent in order to maximize their potential and to advance the mission of the University.

• We have a responsibility to our employees. We value their contributions to the University. We seek to create and maintain an environment where all are treated with dignity and respect.

• We have a responsibility to the communities we serve. We believe in high quality and compassionate care for the patients and clients in our clinical facilities.

• We have a responsibility to the broader community. We believe in transparent stewardship of University resources. We believe that all of our endeavors should have enduring impact beyond the confines of the University.
UNIVERSITY ACCREDITATIONS

Salus University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools (MSA).

The University is approved by the Department of Education of the Commonwealth of Pennsylvania and is approved for veterans' education under U.S. Code, Section 1775.

The Doctor of Optometry (OD) degree program is accredited by the Accreditation Council on Optometric Education (ACOE) of the American Optometric Association (AOA).

The clinical Doctor of Audiology (AuD) degree program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The current period of accreditation is July 1, 2011 through June 30, 2019. Graduates are eligible for professional licensure in all states and eligible to apply for the American Speech-Language-Hearing Association (ASHA) certificate of clinical competence in audiology (CCC-A) and the American Board of Audiology (ABA) certification in audiology.

The Physician Assistant (PA) program in the University’s College of Health Sciences was granted seven-year continuing accreditation status in March 2014 by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The next ARC-PA review will be March 2021. All PA students completing study in an accredited program (provisional or continuing accreditation) are eligible to take the Physician Assistant National Certifying Examination (PANCE) required for state licensure.

The Master of Public Health (MPH) degree program was approved by the Pennsylvania Department of Education (PDE) on May 4, 2010. The PDE has authorized the University to offer a distance program designed to meet the needs of students and practitioners both domestically and internationally. On June 29, 2010, the Commission on Institutions of Higher Education Middle States Association of Colleges and Schools (MSCHE) granted approval to include the distance Master of Public Health degree within the scope of Salus University's accreditation.

On May 10, 2012, the Accreditation Council for Education (ACOTE) of the American Occupational Therapy Association (AOTA) granted developing program status to the University’s Doctor of Occupational Therapy (OTD) and Master of Occupational Therapy (MSOT) degree programs. All new programs seeking accreditation by ACOTE are required to apply for developing program status as the first step in the three-step accreditation process for new programs to ensure commitment to the development of quality programs, and to review the potential viability of an applicant occupational therapy educational program prior to the admission of the first class of students. (AOTA is located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. The telephone number for AOTA and ACOTE is 301.652.2682.)
The Speech-Language Pathology (SLP) degree program is pursuing candidacy status by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAA/ASHA). Until candidacy status is conferred, the program and the institution agree to not enroll students into the applicant program until such time that candidacy status has been awarded by the CAA; however, potential students are strongly encouraged to complete the Salus SLP program admissions application in anticipation of the program opening under CAA guidelines in academic year 2014-15. Candidacy status by ASHA for new programs in speech-language pathology can remain in effect up to the fifth year of a program.
DEGREE PROGRAMS
The University awards fifteen earned degrees:

Office of Graduate Programs in Biomedicine
• Doctor of Philosophy (PhD), Biomedicine
• Master of Science (MSc), Biomedicine

Pennsylvania College of Optometry
• Doctor of Optometry (OD)
• Master of Science in Clinical Optometry (MSCO) (International Programs)
• Bachelor of Science (BS) (International Programs)

George S. Osborne College of Audiology
• Doctor of Audiology (AuD)

College of Education and Rehabilitation
• Doctor of Occupational Therapy (OTD)
• Master of Science, Occupational Therapy (MSOT)
• Master of Science, Speech-Language Pathology (SLP)
• Master of Science, Low Vision Rehabilitation (LVR)
• Master of Science, Vision Rehabilitation (VRT)
• Master of Science, Orientation and Mobility (O&M)
• Master of Education, Blindness and Vision Impairment (TVI)

College of Health Sciences
• Master of Medical Science (MMS) (Physician Assistant Program)
• Master of Public Health (MPH)

Additionally, Salus University confers honorary degrees of Doctor of Science, Doctor of Laws, and Doctor of Humane Letters upon individuals selected for their distinguished service.
UNIVERSITY POLICIES AND PROCEDURES

STUDENT RECORDS

The Registrar is responsible for maintaining all official student academic records. University policy is based on practices recommended by the American Association of Collegiate Registrars and Admissions Officers. The University’s policy is governed by regulations established by the Department of Human Services, the Department of Education and other government agencies.

Salus University maintains a permanent record file on each student that includes the original application form, undergraduate college records, letter of acceptance, course enrollment/remediation forms, grades, letters of correspondence concerning the student, letters indicating actions of the Committee on Academic Promotions, scholarship information and other items relating to the student’s education at Salus University.

Privacy of Records

It is institutional policy that material in student records is confidential. The University fully complies with the Family Educational Rights and Privacy Act of 1974, which protects the privacy of students’ education records, establishes the right of students to inspect and review their education records and provides guidelines for the correction of inaccurate or misleading data through informational hearings.

Students also have the right to file complaints with the Family Educational Rights and Privacy Office, U.S. Department of Health and Human Services, Washington, DC 20201, concerning alleged failure by the University to comply with the Act.

Examination of Student Records

A student may examine his or her University student records by making a written request to the Registrar or the Dean of Student Affairs. The student may obtain a copy of his or her records. The costs of photocopying or duplication shall be borne by the student.

Students may challenge the accuracy of information in the record and should meet with the appropriate faculty member or administrative official. Students are requested to review their student handbook for appeal procedures.
Transfer of Student Information

The student will be notified of any transfer of information within that student’s file to persons or institutions other than those associated with the University. Such information may be transferred only under the following conditions: by reason of a subpoena or court order; by a request from a federal or state educational agency specifying its purpose in writing; upon written request of the student.

Letters of evaluation to accompany transcripts will be prepared by a dean in the Office of Academic Affairs upon receipt, in writing, of the names of the persons, institutions, hospitals or licensing boards to which the letters or transcripts are to be sent.

Records shall be kept under the name used for admission to the University unless the student files a change-of-name form with the Office of the Registrar while in attendance.

Release of Academic Information

Official grades may be transmitted from Salus University to another institution only through the Registrar. If a student requests a letter of recommendation, the individual faculty member may state only the grade received in the course and provide a narrative.

Copies of examinations with or without answers may be made available to students at the instructor’s discretion. Curves, distribution, etc., may be posted if desired; however, any posted scores must contain a statement to the effect that they do not constitute a grade. Federal and state laws prohibit the posting of scores, grades, etc., that can in any way identify a student.

Transcripts

Only final grades appear on transcripts. When a course is repeated, both the original and the repeated grades appear on the transcript. The final transcript grades issued at graduation cannot be modified except for clerical errors.

ACADEMIC POLICY

Graduation and the awarding of a degree from the University are contingent upon the satisfactory completion of both academic and behavioral requirements. All students must demonstrate the emotional maturity, stability and professional attributes desirable for the practice of their profession, must be of good moral character and must have demonstrated integrity and honesty in their personal behavior.
Doctor of Philosophy, Master of Science in Biomedicine

All required and elective curricula must be completed with a cumulative grade point average of 3.0 or better.

Honors for exceptional work after completion of the program are designated by the awarding of the Master of Science (MSc) or Doctor of Philosophy (PhD) degree with:

- Summa cum laude (cumulative GPA 4.0 GPA)
- Magna cum laude (cumulative GPA 3.7 - 3.9 GPA)

Under normal circumstances, MSc degree students will have research completed in 18 full-time months, with an additional six months for completion of the dissertation. Part-time programs also are permitted.

Under normal circumstances, PhD degree students will have research completed in three full-time years and have one additional year for completion of the dissertation and passing of the Oral Defense (viva) examination for the PhD program. A part-time program is allowed and will generally consist of six years of research and one year for the writing of the dissertation and oral defense (viva) examination.

Doctor of Optometry, Doctor of Audiology

All required and elective curricula must be completed with a cumulative grade point average of 2.0 or better.

Honors for exceptional work after completion of the academic and clinical program are designated by the awarding of the OD or AuD degree with:

- Summa cum laude (cumulative GPA 3.75)
- Magna cum laude (cumulative GPA 3.5)
- Cum laude (cumulative GPA 3.25)

In addition, to receive the above designations, students also must have demonstrated superior clinical performance by receiving a grade of Honors in four of eight Professional Practice courses, beginning with the spring term of the second year.

Under normal circumstances all didactic/module/block work (except fourth year module/block work) must be completed in no more than five (5) years. A student must complete his/her program within seven (7) years (not including approved leaves of absence), and must present evidence of continuing to make satisfactory academic progress at all times. The vice president/dean of Academic Affairs must approve any exception to this total length of program.
Physician Assistant Program

For the Master of Medical Science (MMS) degree, graduates of the Physician Assistant program must complete all required and elective curriculum with a cumulative grade point average of 3.0 or better.

Additionally, Physician Assistant students must maintain the required technical standards of the program for its duration. The Salus Physician Assistant handbook is available online: www.salus.edu/pa/pa_handbook_rev0307.pdf.

Honors for exceptional work after completion of the academic and clinical program for the Physician Assistant program are indicated by the award of the MMS degree with:

- Summa cum laude (cumulative GPA 3.85)
- Magna cum laude (cumulative GPA 3.75)
- Cum laude (cumulative GPA 3.65)

Under normal circumstances all didactic course/clinical rotation work must be completed in no more than 25 months (not including approved leaves of absence) and students must present evidence of continuing to make satisfactory academic progress at all times. A student must complete the entire program in three years. The vice president/dean of Academic Affairs, in conjunction with the PA program director, must approve any exceptions to this total length of program.

Public Health Program

For the Master of Public Health (MPH) degree, graduates must complete all required and elective curriculum with a cumulative grade point average (GPA) of 3.0 or better.

Honors for exceptional work after completion of the program are indicated by the award of the MPH degree with:

- Summa cum laude (cumulative GPA 3.90-4.00)
- Magna cum laude (cumulative GPA 3.70-3.89)
- Cum laude (cumulative GPA 3.50-3.69)

Under normal circumstances all didactic coursework for the Master of Public Health degree program must be completed in no more than two (2) years. A student must complete the entire program within five (5) years (not including leaves of absence) and must present evidence of continuing, satisfactory, academic progress at all times. The Committee on Academic Promotions and the program director must approve any exceptions to this policy.
College of Education and Rehabilitation Degree Programs

Blindness and Low Vision Studies Degree Programs

Honors for exceptional work after the completion of academic and direct service programs for all programs except Occupational Therapy are indicated by the following awards:

- Summa Cum Laude (cumulative GPA 3.90-4.00)
- Magna Cum Laude (cumulative GPA 3.70-3.89)
- Cum Laude (cumulative GPA 3.50-3.69)

Under normal circumstances all didactic coursework must be completed in no more than two (2) years. A student must complete the entire program within five (5) years (not including leaves of absence) and must present evidence of continuing to make satisfactory academic progress at all times. The Committee on Academic Promotions and the dean of the College of Education and Rehabilitation must approve any exceptions to this policy.

Occupational Therapy Degree Programs

Honors for exceptional work by a student after completion of academic and direct service is indicated by the designation of the award of the Master of Science degree are as follows:

- Summa Cum Laude (cumulative GPA 3.90-4.00 GPA)
- Magna Cum Laude (cumulative GPA 3.70-3.89 GPA)
- Cum Laude (cumulative GPA 3.50-3.69)

The Committee on Academic Promotions and the dean of the College of Education and Rehabilitation are in the process of establishing parameters for the Doctor of Occupational Therapy degree awards.

Speech-Language Pathology Degree Program

Honors for exceptional work by a speech-language pathology student after completion of academic and direct clinical service is indicated by awarding the Master of Science degree with additional designations as follows:

- Summa Cum Laude (cumulative GPA 3.90-4.00 GPA)
- Magna Cum Laude (cumulative GPA 3.70-3.89 GPA)
- Cum Laude (cumulative GPA 3.50-3.69)
For all Salus University students:

Misconduct such as cheating on examinations, falsifying clinical data, improper patient care in the clinical setting, or activities constituting criminal behavior may result in the denial of the Doctor of Philosophy degree in Biomedicine, or Doctor of Optometry degree, or Doctor of Audiology degree, or Doctor of Occupational Therapy degree, or Bachelor of Science degree (international practitioners only) or Master of Science in Clinical Optometry degree, or Master of Medical Science degree, or Master of Science or Master of Education degrees in low vision, blindness and multiple impairment programs, or Master of Public Health degree, or Master of Science in Occupational Therapy degree, or Master of Science in Speech-Language Pathology degree, even though the individual has completed the academic program. The University reserves the right to place on probation, suspend or expel from the institution any student who willfully violates any rule or regulation of the University or the laws of the Commonwealth of Pennsylvania or other state, federal or local governments, whether or not convicted in criminal court.

A student may be refused the degree of Doctor of Philosophy, Doctor of Optometry, Doctor of Audiology, Doctor of Occupational Therapy, Master of Medical Science, Master of Science, Master of Education, Master of Public Health, Master of Occupational Therapy, or Bachelor of Science, due to impairments derived from neurological disease or degeneration, emotional or psychological disorders, substance abuse or showing inappropriate behavior towards patients.

All such policies and interpretations are to be consistent with the provisions of the Americans with Disabilities Act (ADA). Consult the University Academic Policy and Procedures manual for further information.

Each student is given a copy of the complete Academic Policy at orientation, and additional copies may be found in the Offices of Student Affairs or Admissions and the University’s library.

ADDITIONAL UNIVERSITY POLICIES

Alcohol and Drug Abuse Prevention Program

Salus University is an institutional member of the College Consortium on Drugs and Alcohol and has adopted a Drug Abuse Prevention Program and a policy on the serving of alcoholic beverages on campus.

The use of illegal drugs is prohibited on University property. Violators, if found guilty, are subject to disciplinary action, up to and including dismissal.

The University’s Center for Personal and Professional Development is available for confidential counseling and referral service.
Use of the University Computer Systems

Authorized Salus University students and employees may use the University’s computer systems.

Any misuse of the University’s computers can result in suspension of the right to use them or other disciplinary action.

Abusive activities are those activities that purposely seek to gain unauthorized access to the network or disrupt its intended use, destroy the integrity of computer-based information, compromise the privacy of users, and/or harass or abuse individuals.
Account access information is for the personal use of the individual to whom it has been issued and is not to be shared.

Use of or access to computers for purposes of altering information or obtaining private or confidential information can result in dismissal from the University.
All e-mail transmitted by and stored on University computers is the property of Salus University and may be viewed by the Administration at any time.

The use of CCAL, CPS, lab, library, The Eye Institute and other University computers is solely for academic purposes and reasons. No software or program of any kind may be installed on University computers whether from disks or from the Internet.

Student Health

All students must provide proof of sufficient accident and healthcare coverage from an insurance provider of their choice.

Record of Immunizations

Prior to entering the clinical program in the fall semester of the first year, all students are required to provide immunization records for Hepatitis B.

Acceptable forms of proof are:

• serological evidence of current immunity to Hepatitis B; or
• a signed physician statement indicating completion of the three-dose series of vaccinations; or
• an informed refusal to be vaccinated

Please Note: Some programs have additional and/or program specific immunization/health requirements. Applicants should contact the Office of Admissions or program directors with specific questions.
Patients with AIDS

Salus University has developed a policy regarding AIDS and other infectious diseases as well as established guidelines for students engaged in the care of AIDS patients. The University’s policies and guidelines are found in the Student Handbook.

Security

Salus University complies with the Clery Act (1988). The security report and the University’s policy on sexual harassment are available upon request from the director of security or the dean of Student Affairs.

Security Clearances

Background checks for students enrolled in programs having patient / client contact will be performed by a University-designated agency.
REFUND POLICY

Matriculants who withdraw from the University on or prior to April 1 will be refunded 100 percent of their paid University matriculation deposit less a $100 administrative fee. *The administrative fee is still required of all matriculants, even if no University matriculation deposits have been paid.*

Matriculants who withdraw from the University after April 1, but before the first day of class, will forfeit all matriculation deposits paid to the University. Enrolled students who withdraw or are dismissed from the University will be responsible for the payment of tuition in accordance with the institutional refund schedule.

**Institutional Refund Schedule**

The institutional charge is based on the number of days a student is enrolled at the University prior to the date of withdrawal or dismissal date. The formula is calculated as follows:

\[
\text{Number of days attended} \div \text{Total days in the enrollment period}
\]

(including weekends and holidays, less any scheduled breaks greater than five days)

The resulting fraction is converted to a percentage; therefore, if there are 90 days in the academic period, the following would apply:

Withdrawal on the 10th day – Institutional charge = 11.1%
Withdrawal on the 25th day – Institutional charge = 27.8%

Any percentage of attended days above 60% results in a 100% charge.
Office of Graduate Programs in Biomedicine

William A. Monaco, OD, PhD, FAAO, Interim Associate Director

PROGRAM GOALS

The main goal of the Office of Graduate Programs in Biomedicine is to provide students with the experiences and education needed for them to become independent scholars. This includes having a grant proposal in hand at the time of graduation. This non-traditional approach has been specifically designed with an eye to efficiency, productive research training, strengthened personal intellect, and multiple experiences that enrich the student’s confidence and facilitates a more seamless transition into the academic or clinical workplace.

To support this goal, the program emphasizes publications, presentations, and the ability to develop and execute lucid research plans. Student mentors are expected to take on a much more aggressive role in guiding the student through the process. The interaction between mentors and their students is a crucial component of the Salus program. The mentor is responsible to be an advisor, a teacher, a role model, and even, if need be, a disciplinarian.

Degree Programs in Biomedicine

Doctor of Philosophy (PhD)

Master of Science (MSc)
Program Overview

Both degree programs are designed for those individuals who:

- hold various master’s degrees or terminal clinical degrees (such as OD, AuD) and wish to secure either a doctoral or master’s research credentials
- currently work (or intend to work) in the health sciences in medicine, optometry, audiology, physician assistant, rehabilitation, and related fields, such as public health or occupational therapy.

MSc applicants with a bachelor’s degree in biological sciences are encouraged to contact the Office of Admissions for eligibility requirements.

The Master of Science (MSc) degree program is designed to have research completed under normal circumstances in 18 full-time months and provide an additional six months for completion of the dissertation for the Master of Science (MSc) degree program. (Part-time programs also are permitted).

The Doctor of Philosophy (PhD) degree program is designed to have research completed under normal, full-time circumstances in three full-time years, and provide one additional year for completion of the dissertation and passing of the Oral Defense (viva) examination for the PhD program. (A part-time program is allowed and will generally consist of six years of research and one year for the writing of the dissertation and oral defense (viva) examination).

ADMISSIONS PROCESS

Items for Submission

Educational Resume/Curriculum Vita
Applicants must submit an educational resume or curriculum vita. The data should list education and work experiences, publications, and honors/achievements to date in chronological order.

Life Experience Essay and Statement of Interest
Applicants will provide an essay response to a statement about their life experience on the Application. Additionally, they will make a statement of interest, reflecting upon various questions.
Personal References
Applicants must provide the names and email address of two people who are not related to the applicant and who will provide the University with a personal reference. The references should be from persons familiar with the applicant’s academic work, employment record, and personal characteristics. Applicants should notify these persons in advance of providing their names and email addresses. The Admissions office will notify them by email and provide instructions for the completion of the electronic personal reference form.

Transcripts
All applicants must arrange for official copies of transcripts from each college, university or other educational institution attended (regardless of whether a degree has been received from that institution). These should be sent directly by the schools to Salus University Office of Admissions, 8360 Old York Road, Elkins Park, PA 19027.

For international students, please send a course by course credential review from an accredited agency, which evidences all post-secondary studies completed. Please consult the agency’s web site for requirements to complete the evaluation. An official evaluation must be sent from the agency directly to Salus University, Office of Admissions, 8360 Old York Road, Elkins Park, PA 19027. These services are provided by various agencies, including: World Education Services, PO Box 745, Old Chelsea Station, New York, NY 10113-0745. (phone: 212.966.6311; www.wes.org).

The certified copies (transcripts) of official academic records for all undergraduate and graduate work should be mailed directly to the Salus University Admission Office from each institution, not issued to the student. A transcript marked “Issue to Student” is not acceptable, even when delivered in a sealed envelope.

Have copies of your transcripts available to assist you when completing your online application and resume.

Optional Information Form
This request for information is for the purpose of assuring equal opportunity for all persons and effectuating the purpose of the Fair Educational Opportunities Act. Applicants are not obligated to complete this form for admission.

Application Fee
An online, non-refundable fee of $100.00 is payable electronically. Please do not pay an amount in excess of the application fee.
Application Process
Applications are accepted on a continuous basis throughout the year. During the review process, the academic background of the applicant is assessed to determine academic eligibility and his/her entry point into the Master of Science (MSc) degree in Biomedicine or the Doctor of Philosophy (PhD) degree in Biomedicine. Each candidate is evaluated by the Biomedicine Admissions Committee and the evaluation includes a formal interview. Since courses are offered once a year, the decision will be made in consultation with the primary mentor and the applicant as to when he/she should begin courses. Once a program of studies is determined, students can then begin the registration process.

Submitting Your Application
The University uses a secured online form to collect application information that assures the protected transfer of all information and cannot be viewed on the internet.

Applicants may want to download the application to their computer to become familiar with the complete application before submitting it on-line, as the electronic application process must be submitted as a single entry and cannot be saved.

All applications must include the *three required items* listed below. These items can be uploaded through the on-line application or sent as a Word document attachment(s) to admissions@salus.edu within five (5) days of submitting your application. Please include the number of the item, its title (e.g., Personal Data), your name, and your email address on each document. You may elect to submit a single Word document with all three answers or separate attachments.

*Personal Data - Educational Resume/ Curriculum Vitae:* This document should list, in chronological order, an applicant’s education and work/research experiences, publications, honors and achievements to date.

*Life Experiences Essay:* Describe those life experiences that have contributed to your perspectives on biomedical issues, values and needs, both domestically and internationally, as appropriate.

*Statement of Interest* (5-page, single-space limit): The application process serves as an entry point into the program. It is important that the applicant has previously thought through which of the general areas and disciplines he/she wishes to embrace. From the point of registration forward, the student begins the process of becoming a scholar in his/her specific chosen area(s) and will thereby devote the greater time of his/her professional academic life to the pursuit of stewardship of this discipline(s).
While it is true that the Master of Science (MSc) and Doctor of Philosophy (PhD) degrees in Biomedicine teach how to investigate and apply as yet unknown facts and concepts, those experiences are taught within individual professional goals and areas of interest. It is equally important that the student utilizes the training experience to begin establishing a network of colleagues and facilities in the home country that embrace interests similar to his/her own. This will facilitate continuing further research activities immediately upon graduation.

It is very important therefore, in the selection of both students and their mentors, for each applicant to reflect upon and answer the following questions/statements:

*What is your purpose in earning a Master of Science or a PhD degree?*

Please provide examples of the research questions you are interested in pursuing. Include sufficient background information to explain why you view such questions as important to pursue. Lastly, you should identify what society will gain in your pursuit of this type of research.

*Which of the biomedical disciplines would you apply to the above questions?*  
(e.g., clinical sciences, laboratory sciences, rehabilitation sciences and population sciences)

*How would you classify your area of research interest?* You may indicate more than one choice. Please describe any sub-specialization within the areas below:

- clinical, including clinical trials
- fundamental
- military application
- industrial (pharmaceutical, development of devices or equipment or other)

Please provide a brief synopsis of your professional experience so far, including any research.

If you have questions about the above requirements or the processing of applications, please contact an Admissions counselor at admissions@salus.edu before completing the on-line application. (It is suggested that applicants download the application in a pdf format for review before final completion).

Applicants who have earned credits at another institution have the right to petition for the transfer of some or all of those credits at the time of application.

Any applicant holding a master’s degree or equivalent training (e.g., courses, grants or other) may be considered for direct entry into the PhD sequence. The applicant however, may be required to take specific courses that are part of the Salus University master’s degree curriculum and are missing from the applicant’s previous training. The decision as to the entry point will be administered by the associate dean for Graduate Programs in Biomedicine.
Any additional training or special credentials applicable to the PhD will be evaluated and determined according to Section 9.5.3 of the Academic Policy, which reads in part “Other transfer requests will be evaluated on an individual basis and must be approved by the vice president of Academic Affairs.”

Following the above process, a course of study will be developed for each student.

**Application Fee Payment:** $100

**Online Payment**

If you are unable to pay on-line, please contact the University from the US and Canada toll free at 800.824.6262 or, from other countries at 215.780.1301, to discuss alternate payment options. *The application fee is non-refundable.*

**Application**

**Non-Degree Student Status** (students not enrolled in a degree or certificate program): please complete and submit the form found at: https://jics.salus.edu/ICS/Admissions/Prospective_Student_Page.jnz?portlet=App ly_Online_2.0&screen=Begin%2f%2fb020c57a-ffb3-4b2c-82c5-9925595a1e26&screenType=next%27

**Matriculated Students Status**
Submit the online application found at: https://jics.salus.edu/ICS/Admissions/Prospective_Student_Page.jnz?portlet=App ly_Online_2.0&screen=Begin%2f%2fa4f3c081-d7b2-494a-a594-6d7cac631a31&screenType=next'

**Financial Information**

**Tuition 2014-2015**

Tuition is the same for both the MSc and PhD programs: $910.00 per credit

- Master of Science (MSc) degree: 36 credit program total.
- Doctor of Philosophy (PhD) degree: 89 credit program total.
Fees

Activity fee is $270 and now includes allocation for professional fees. Charged at the beginning of each semester, activity fees will be pro-rated for on-campus terms.

Technology fee is $120. Technology fees are charged every semester.

Laboratory fee: $500 minimum fee per on-campus term.

The commencement fee is $180. The commencement fee is billed in the first term of the year in which the student graduates.

Tuition and fees are due and payable two weeks prior to the start of each session. Tuition and fees shown here are subject to change.

The University’s refund policy can be found on page 14.

Honors Designations

Honors for exceptional work by a Biomedicine student after completion of the program is indicated by awarding the Doctor of Philosophy or Master of Science degree with additional designations as follows:

- Summa Cum Laude (cumulative GPA 4.00)
- Magna Cum Laude (cumulative GPA 3.70 – 3.90)
## MSc/PhD Programs in Biomedicine

Required Courses (86 credits for the PhD; 36 credits for the MSc)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>PhD Credits</th>
<th>MSc Credits</th>
</tr>
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<tbody>
<tr>
<td>OGB-BIO-5000-AA</td>
<td>Orientation to Research: The Responsible Conduct of Research</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>OGB-BIO-5100-AA</td>
<td>Research Methodology: Introduction to Research Methods</td>
<td>1.5</td>
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<tr>
<td>OGB-BIO-5101-AA</td>
<td>Research Methodology: Measurement and Design</td>
<td>2.0</td>
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<td>Research Methodology: Epidemiology</td>
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<td>OGB-BIO-7101-AA</td>
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<td>OGB-BIO-7102-AA</td>
<td>Research Methodology: Special Issues Related to Biomedical Research</td>
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<td><strong>Required Courses Subtotals</strong></td>
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Elective Courses

Required credits for each program: 3.0 for PhD students; 1.0 for MSc students

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<th>Course #</th>
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<th>MSc Credit</th>
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<td>Independent Study 4</td>
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<td>OBG-BIO-7500-AA</td>
<td>Special Topics: Genetics, Genomes and Research</td>
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<td>Special Topics: From Bench to Impact</td>
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<td>Special Topics: Academic Life and Stewardship</td>
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<td>OGB-BIO-8501-AA</td>
<td>Research Modeling: using Competitive Software and Other Tools</td>
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<td>OB_BIO-8530-AA</td>
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<td>Special Topics: Writing Competitive Grant Proposals (Part 3)</td>
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**Elective Course(s) Required Credits**

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<th></th>
<th>PhD Credit</th>
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<tbody>
<tr>
<td></td>
<td>Elective Course(s)</td>
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<td>1.0</td>
</tr>
</tbody>
</table>

- MSc degree requires 35 core credits and 1 elective credit
- PhD degree requires 86 core credits and 3 elective credits

**TOTAL PROGRAM CREDITS**

|                       | 89.0 | 36.0 |

The applicant is referred to the Graduate Programs in Biomedicine’s Academic Policy for information regarding credit transfer policies.
Course Descriptions

OGB-BIO-5000-AA  Credits:  3.0  
Orientation to Research: The Responsible Conduct of Research  
This course sequence is composed of a number of topics that have been defined by the Office of Research Integrity (ORI) as key elements for the proper conduct of research. Several granting agencies, most notably the NIH and NSF, have mandated training for all faculty and students involved in any aspect of research with a funding link to these agencies. Some of the topics are also integrated into the research methodology courses. Other required topics, contained herein, are organized in three groupings: those involved in ethics and professionalism; the role of mentorship and student interactions, as well as departmental guidelines including data acquisition and proper scientific writing; and the oversight by institutional committees. Thus the course consists of three sections, all of which present information related to the proper conduct of research. Each section addresses specific issues.

Section (a) focuses on the courses required by the Office of Research Integrity (ORI) of the federal government. The list of CITI modules and courses that must be completed can be found in the syllabus.

Section (b) addresses multiple issues related to graduate student requirements at Salus University and includes a discussion of the vault, the e-labber system, the “Record” book of all graduate activities, any additional laboratory books, student-mentor relationships expectations, a course on Scientific Writing strategies and other student’s responsibilities and obligations. Much of this is presented during orientation; the rest is completed during the Fall Term.

Section (c) concerns the regulatory mandates as formulated by the institutional policies, the Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC) and the Safety and Radiation Committees at Salus University. This is presented during orientation with follow up during the research process.

OGB-BIO-5100-AA  Credits:  1.5  
Research Methodology: Introduction to Research Methods  
This course presents the scientific method and examines the way in which one reviews and uses the literature in developing and formulating a research question. It discusses the hierarchy of the strength of evidence found in different forms of research literature including the results from clinical trials so as to help the student be a critical appraiser of the current information. The course addresses some aspects important to the formulation of a research question. Course discussion will include identification of cognitive errors and biases as major pitfalls to avoid. Approaches to problem-solving before, during and after a study will also be discussed.
OGB-BIO-5101-AA  
**Research Methodology: Measurement and Design**  
Credits: 2.0  
This course focuses on how to design studies to answer clinical research questions. It includes design of cohort, cross-sectional and natural history studies as well as pilot studies and clinical trials. The course will cover the conduct of studies including development of a research question, study monitoring, data assessment and outcome analysis writing. Discussion will include how to critically evaluate research findings on the basis of construct validity, internal validity, statistical significance and conformity to ethical research principles.

OGB-BIO-5102-AA  
**Research Methodology: Data Analysis and Biostatistics**  
Credits: 2.0  
This course reviews methods for describing data sets statistically. The student will learn probability distributions and their role in the testing for statistical significance. The most commonly used parametric and non-parametric comparison and correlation tests are taught and applied to biomedical hypotheses within appropriate research study designs.

OGB-BIO-5103-AA  
**Research Methodology: Approaches and Concepts in Biomedical Research**  
Credits: 2.0  
The student must choose one of the following two options:  
*Option 1:* is directed at those students who will be undertaking clinical research. The students will be registered and participate in the NIH course entitled “Principles and Practice of Clinical Research” which begins each year in mid-October with on-line weekly lectures and ends with an exam at the end of March. Students must pass this examination. They must also fulfill a list of assignments which Salus University mandates in order to receive credit for this course which prepares clinicians for participation in NIH-supported clinical trials and research.

*Option 2:* addresses the application of laboratory techniques to basic science research in biomedicine and is directed at those students that wish to undertake lab-bench research. Candidates will be trained in aspects related to their areas of research. For example, for basic research in biomedicine, the teaching will include but not be limited to protein chemistry, biochemistry, clinical immunology, RNA/DNA analysis, microscopy and tissue culture procedures. In addition, the course will include competencies in the evaluation and interpretation of the results obtained via laboratory techniques.

OGB-BIO-7100-AA  
**Research Methodology: Epidemiology**  
Credits: 2.0  
The course discusses the distribution and determinants of human health and disease. It focuses on the quantitative aspects of measuring disease frequency, the use of large public data sources, and how the data are acquired. The student will learn the types of study designs used in biomedical research, the advantages and disadvantages of each, and results of some major epidemiology studies. Particular attention is given to interpreting and critiquing published biomedical research articles.
OGB-BIO-7101-AA  
Research Methodology: Budget Construction  
Credits: 1.0  
This course trains the student in budget preparation skills and strategy for an NIH or NSF grant submission, and for grants/contract submissions to industry and military agencies. Fundamental concept and nuances of each funding agency’s budget requirements are reviewed and discussed. Guest lectures from experts in the field participate in the presentations.

During the course of the term, the student will be asked to prepare a research budget for the project that each is pursuing for his/her Ph.D. degree.

OGB-BIO-7102-AA  
Research Methodology: Special Issues Related to Biomedical Research  
Credits: 2.0  
This course discusses certain topics which require decision-making expertise in several aspects of research. The course will consist of various scenarios from which discussion will occur. Topics will include issues of data acquisition, data management, academic-industry conflicts, authorship, publication, as well as problems that occur in the course of studies such as relying on graduate students, issues of integrity, and authority/responsibility issues in the laboratory to name a few. While some of the scenarios relate to clinical and clinical trials research problems, many apply to research in general. The format will be for students to receive scenarios and to undertake group discussion as to how to address and resolve the problems ethically and professionally.

OGB-BIO-5300-AA  
Research Seminar: Introduction to Teaching and Learning  
Credits: 1.0  
This course begins by discussing the fundamentals of presenting a quality seminar or lecture. Specific rules and guidelines are used as a template, and “real world” examples of presentation techniques and strategies will be demonstrated through the use of specific internet sites. Students will be asked to review, critique and comment through lively class discussions, and through their own presentations. The final exam is a seminar that demonstrates all of the skills that the students have learned during the course of the entire term.

OGB-BIO-5301-AA  
Research Seminar: Critical Review of the Literature  
Credits: 1.0  
During the introductory course of studies, the students will have developed skills in performing a literature search as well as techniques in delivering an effective presentation. This course takes the skills acquired in the previous seminar experience and asks the students to use their established literature base as a seminar resource for the justification of their planned research projects. The student prepares and subsequently presents a seminar on his/her reasons and justification for undertaking the proposed research project. The course instructor, the student’s mentor and a faculty member critique and comment on the student’s effort in a constructive approach and provide feedback. All students are expected to participate in each other’s presentation by asking one focused question each of the presenter who then formulates an appropriate answer.
OGB-BIO-5302-AA  
**Research Seminar: How to Prepare Present and Critique Posters**
This seminar begins with lectures on how to construct a poster for presentation at a scientific meeting. Both traditional and e-posters are reviewed. The lectures present the elements of good poster presentations and several pitfalls to avoid. Students then write up an abstract and draft a poster using their pilot data which they then present to the course director for constructive review. During the term, students review ten (10) posters at a national convention in the company of their mentor or faculty appointee. They will use a form which identifies several features of effective posters as a guide. Upon returning to their institutions, the student then presents the critiques to the course director as part of the course requirements. Armed with this experience and feedback from the course director, the student than modifies and presents his/her poster in seminar fashion to the class. The audience is expected to ask questions and comment on the poster as part of their class participation.

OGB-BIO-6300-AA  
**Research Seminar: Epidemiology and Biomedical Research.**
Having previously identified their research question and topic, students will prepare and present a review of data sources on the distribution, prevalence and incidence of their topic. Each student will address specific risk and preventive factors, organize their findings by biologic and behavioral variables, and prioritize the at-risk populations.

OGB-BIO-6330-AA  
**Research Seminar: The Research Project-1**
Each student presents a seminar on their individual research project and the data gathered so far. Other attending students must formulate questions and constructively critique their colleagues’ presentation on the overall organization of the material, the clarity of the questions being asked and the method of presentation of the data. Faculty members are also expected to provide written suggestions to the student regarding the presentation. If there are too few students, other invited speakers may be asked to present.

OGB-BIO-7331-AA  
**Research Seminar: The Research Project-2**
This seminar is a continuation of the seminar series in which the student presents his/her data and is critiqued by students and faculty. These seminars are expected to facilitate the process of dissertation defense and oral presentations at meetings.

OGB-BIO-7332-AA  
**Research Seminar: The Research Project- 3**
This seminar is a continuation of the seminar series in which the student presents his/her data and is critiqued by students and faculty. These seminars are expected to facilitate the process of dissertation defense and oral presentations at meetings.
OGB-BIO-5600-AA  
Oral Examination: The Qualifying Examination *(Viva)*  
This course reviews the purpose and the elements of the qualifying examination, the strategy behind the selection of the examining committee, how to prepare for a *viva voce* format and the possible outcomes. The student is then guided through the organization of the submitted document, the relevance of each section and what must be included. There is also a discussion of how the student should structure answers to questions and the way one addresses differences. Role playing is used to make certain points with examples of successful and unsuccessful documents and behaviors. If the student is not successful, the alternatives are discussed as are the various appeal procedures so that the student is informed prior to the examination.

OGB-BIO-8330-AA  
The *Viva* Seminar 1  
The first seminar in this series is presented at the first *viva* for the doctoral degree, prior to the defense of the preliminary document. Both the seminar and the following examination are required for transfer of the student to the "candidate" status. The first *viva* seminar not only builds on the skills learned so far but also serves as a "training rehearsal" for the final defense of the dissertation. This seminar also serves as the final defense seminar for the master's student.

OGB-BIO-8331-AA  
The *Viva* Seminar 2  
The second seminar is the last of the seminars in the doctoral program and is to be presented immediately before the final defense of the dissertation.

OGB-BIO-8730-AA  
Research Rotation 1  
Students rotate for 10 days through a laboratory site that conducts research using a different approach than that used by the student. For example, if a student is doing wet-lab bench work, he/she may rotate through a clinical trial site or an industrial site. During the rotation the student analyzes the research protocol, attends research meetings, looks at data gathering and housekeeping, and analyzes any publications that have been published by the site. When the student returns to campus, he/she must write a report on his/her experience.

OGB-BIO-8731-AA  
Research Rotation 2  
The student completes a second rotation (10 days) in a research environment different than his/her own. Other venues include industrial or military research, multicenter clinical trials, and laboratory; i.e., dry vs. wet lab research, or specialized equipment development.
Research Project 1

The student together with the primary mentor is expected to identify a project and meet certain documentation requirements such as, but not limited to a preliminary title, a search strategy for the review of the literature, and a draft Table of Contents for the dissertation. All will be refined and revised as the project develops.

While the role of the primary mentor is limited at this time, this mentor takes on a far more significant role in the following terms. The interaction is used as one during which the mentor and student become acquainted and form the bond of trust that leads to more effective mentorship and training.

The project utilizes a “Record of Research Activity” booklet, in which all activities are documented and signed so as to provide confirmation of the student’s accomplishments and the mentor’s agreement with the outcome. This Record must be presented at the time of the final viva.

Research Project 2

Each student will be expected to complete his/her first draft of the literature review to be presented and discussed at length with the primary mentor. The student will also be expected to develop his/her primary hypothesis and identify the specific aims as guided by the primary mentor. At the end of the term, the student will identify his/her pilot data experiment.

The student is expected to attend a national or international meeting such as the Association for Research in Vision and Ophthalmology (ARVO). During those meetings he/she is expected to spend one session with his/her primary mentor and review posters in the student’s field of interest. A similar session will be spent in the paper/symposia sections. At least ten posters/papers must be discussed at length with the mentor, critiquing the strengths and weaknesses of the presentations.

Research Project 3

During the term, the student must refine the experimental design to an actionable entity. This is the time when submission of the project to IRB committee is expected. The student must also identify pilot experiments for the submission. These will be directly related to facilitation of later research work. Record keeping of all experimentation must conform to the directives provided in the “Responsible Conduct of Research” course.
Research Project 4

This course is subdivided into three components. The first includes conducting and organizing pilot data, and its analysis. This is followed by a description of how the experimental design has been altered by the results of pilot experiments. The greater part of the time is devoted to step two, (i.e., the writing of the qualifying report or the thesis for the master’s student). The elements include a substantial review of the literature, the hypothesis, specific aims and the experimental design. At this stage, the doctoral student will present the pilot data, while the master’s student is gathering most of his/her data and developing the discussion part of the thesis. The MSc student then proceeds to write the thesis, while the PhD student schedules the viva examination. Passing this examination allows the doctoral student to enter the “doctoral candidacy” stage. The last component involves writing an abstract for submission to a major meeting such as AOA, ARVO, AAA or the like based on either the literature or the pilot data.

Research Project 5

During this term, the doctoral candidate continues his/her experimentation and data gathering and has regular meetings with the mentors. The student addresses any issues that have surfaced with the pilot projects and adjusts the experimental design or methodology as determined by the outcome of the qualifying examination. At this point, the Ph.D. candidate begins aggressive experimentation.

Since this is the endpoint for the master’s student, he/she must complete gathering and interpreting the data for the master’s thesis and prepares for the thesis viva. The process of the viva is very similar to that for the Ph.D. Please refer to the Student Manual further instruction and the viva master’s form on pages 38-39.

Research Project 6

During this phase of the course, the student is expected to acquire a major accumulation of data through single and replicate studies and pursue statistical analysis of the data. Having completed the major review of the literature, the student is expected to write his/her first publication either as a review article or as a presentation of a completed part of the experimentation if such exists at this time. If publication of early experimentation occurs, the student may use the publication as a chapter of his/her dissertation. The student should also begin drafting the overall organization of the data and discussion chapters for his/her dissertation.
OGB-BIO-8936-AA  
**Research Project**  
Credits: 10.0  
This course continues with further accumulation of data, replicate experiments and data analysis. At this stage, the student should be able to identify what are the embellishments to the design that might increase the significance of the research and provide pilot data for the next grant. The writing of the dissertation continues and the student begins drafting a second abstract from the study. If the work has progressed significantly, a rough outline or draft of a grant proposal may be initiated.

OGB-BIO-8937-AA  
**Research Project 8**  
Credits: 10.0  
The candidate should be working almost exclusively on completing the experimentation, the data collection and its analysis. Further experimental work can be continued after the term if requested by the mentor or directed by the Viva Committee. The writing of the dissertation continues and the candidate is expected to present a second poster/paper at a major meeting. The candidate is also expected to develop a draft of a grant application.

OGB-BIO-8938-AA  
**Research Project 9: Defense of the Dissertation**  
Credits: 0.00  
The candidate is expected to complete and submit the dissertation and register for the Defense of the Dissertation through the Office of Graduate Programs in Biomedicine. The completed Record of Research Activity must be submitted before the viva date can be set. If no publications have as yet been submitted or accepted, the candidate must also present drafts of one publication before the viva can be set. The viva will have an examining committee which will consist of a faculty member who did not serve as a mentor to the student and an external examiner and will be conducted in a closed session. The candidate is expected to present his/her last seminar on his/her research on the day of the viva.

The candidate has up to one academic year to schedule the viva which must be held within that academic year, after which the candidature of the student will be closed without award if no document has been submitted and the viva has not been successfully completed. If there are extenuating circumstances, an appeal granting appropriate extension of time may be submitted to the Office of Graduate Programs in Biomedicine at least four months before the end of that year. A response will be given to the candidate within a time frame (three months) which will allow him/her to prepare for the defense should additional time not be granted.

**Electives**

OGB-BIO-6530-AA  
**Independent Study-1**  
The topics are to be tailored to the individual student needs.

OGB-BIO-6531-AA  
**Independent Study-2**  
The topics are to be tailored to the individual student needs.
OGB-BIO-6532-AA  
**Independent Study-3**  
The topics are to be tailored to the individual student needs.

OGB-BIO-6533-AA  
**Independent Study-4**  
The topics are to be tailored to the individual student needs.

OGB-BIO-7500-AA  
**Special Topics: Genetics, Genomics, and Research**  
The Human Genome Project and other revolutionary advances have increased and broadened the importance of genetics/genomics in all health care fields. Since virtually all diseases have a genetic component, the clinician and researcher will need to raise genetic hypotheses with every patient and realize when genetic factors play a role in a patient’s condition. This course will provide students with a basic knowledge of genomics and genetics necessary for clinical care and research and will enhance their scientific skills. The course will be individualized to accommodate students with varying interests.

OGB-BIO-7501-AA  
**Special Topics: From Bench to Impact**  
This course covers the methods whereby research findings can be translated into specific applications or products and how researchers can protect themselves and their intellectual property in the process. The various ways in which one can move bench findings to clinical, industrial, and military applications are discussed by faculty experienced in this process. Legal advice is also provided to discuss royalties, contractual agreements and institutional/shared ownership. Lastly, financial advice is given in general terms about expectations and self-protection.

OGB-BIO-7502-AA  
**Special Topics: Approaches to Education**  
Since research is often based in academic centers and many graduates will be employed by institutions of higher learning, this course is designed to introduce the student to contemporary principles and practices in education, including distance learning approaches. It describes the difference between various modes of student learning and proposes multiple methods of assessment.

OGB-BIO-8530-AA  
**Special Topics: Writing Competitive Grant Proposals (Part 1)**  
The candidate is expected to put together a draft grant proposal. This may be for a Post-Doctoral Fellowship, a Young Investigator award, a K08 or K23, an R01 or for an industrial or military contract. The mentors will review and critique the proposal which will be amended and presented in Part 2 by the student.
OGB-BIO-8500-AA  Credits: 1.0
Special Topics: Academic Life and Stewardship
During this course, the post-doctoral fellowship and research associate positions are discussed as options for the new graduate. Establishing oneself in Academia is also discussed with a review of academic life and expectations, promotions and the hierarchy of professorships, tenure and grantsmanship, including the K08 and the K23. The students and faculty discuss establishing one’s professional identity, the role of societies, meetings, and service to the profession. Special attention is devoted to group research and its advantages. The last lecture is devoted to what it means to be a “steward of a discipline.”

OGB-BIO-8531-AA  Credits: 1.0
Special Topics: Writing Competitive Grant Proposals (Part 2)
The candidate is expected to construct a substantive grant proposal based on the feedback received in BI 850 (Part 1). This may be for a Post-Doctoral Fellowship, a Young Investigator award, a K08 or K23, an R01 or for an industrial or military contract. The mentors will review once again and critique the proposal such that the candidate has a proposal in hand, ready to submit as the student moves to graduation and employment. This course is a continuation of BIO 8500.

OGB-BIO-8532-AA  Credits: 1.0
Special Topics: Writing Competitive Grant Proposals (Part 3)
This is a continuation of BIO 8531 that facilitates the completion of the grant proposal.

OGB-BIO-8501-AA  Credits: 1.0
Research Modeling Using Computing Software and other Tools
This course will present different techniques in the modeling of experimental paradigms and population dynamics. New technologies have revolutionized the study of medicine and biological phenomena. Mathematical strategies are being increasingly used to measure and track health and disease. Students will be introduced as to how mathematics, biology and health care converge to disclose new dimensions to understanding biomedical interventions.

(* Courses with an asterisk are PhD/MSc courses which have a different credit value depending on the course requirements.)
Pennsylvania College of Optometry
PENNSYLVANIA COLLEGE OF OPTOMETRY

Lori Grover, OD, PhD, Dean

Founded in 1919, the Pennsylvania College of Optometry (PCO) established Salus University in July 2008.

COLLEGE MISSION

The mission of the Pennsylvania College of Optometry is to provide programs of excellence worldwide that prepare optometry students, optometry residents, optometrists, and related providers to deliver exceptional patient care services that exceed practice standards and positively impact the quality of life. PCO’s programs are offered in an interdisciplinary environment dedicated to teaching/learning effectiveness, enhancing career development, inspiring and developing leadership, and fostering new discoveries through research.

DEGREE PROGRAMS OVERVIEW

Traditional Doctor of Optometry (OD)
The Doctor of Optometry (OD) degree is awarded to all students who have successfully completed the traditional professional curriculum. The University, in conjunction with several undergraduate colleges and universities, has established a 3 + 4 Doctor of Optometry degree program for talented students with an interest in optometry.

Scholars Program (OD)
In June 2014, PCO will offer an innovative program that provides an alternative pathway to the OD degree. Through guided independent learning (GIL), the Scholars Program will accommodate a variety of student learning styles. Utilizing a maximized 36 month academic calendar, this year-round, campus-based curriculum for highly motivated and qualified students is educationally equivalent to PCO’s traditional OD degree program. The inaugural Scholars Program cohort will graduate in May 2017.

Bachelor of Science (BSc) (International program)

Master of Science in Clinical Optometry (MSc) (International program)
Since its creation in 1994, the University’s Center for International Studies (CIS) has offered outstanding special optometric educational programs and initiatives in response to the needs of international students and international practitioners of optometry.
DOCTOR OF OPTOMETRY DEGREE
TRADITIONAL PROGRAM

ADMISSIONS

Criteria

Many factors are considered in selecting students for admission, including the applicant’s academic performance, motivation, extracurricular activities and interests, related and unrelated work experience, personal achievements, essays and letters of evaluation. When evaluating academic performance, the applicant’s grade point average, performance in prerequisite courses, number of college credits completed per semester credit load, degree status, and results of the Optometry Admissions Test (OAT) are carefully considered.

The University actively seeks applicants from every state in the nation. Enrolled students represent many states as well as Canada and other countries. The Admissions Committee has established policies and procedures to select students who are best qualified to serve the public and the optometry profession in the years to come.

Applicants successfully meeting the admissions criteria are invited to visit the University for an interview, which will provide further insight into the applicant’s interpersonal skills, professionalism, and motivation. The candidate will also meet with a member of the Office of Admissions to discuss his or her application. The visit affords the individual an opportunity to tour the campuses and meet with personnel from the College and from the Office of Financial Aid.

An applicant must have completed a minimum of 90 semester hours or 135 quarter hours of credit from an accredited undergraduate college or university. Prerequisite credits completed ten or more years prior to the anticipated entrance date will be reviewed for approval on an individual basis. These credits must include the completion of the pre-optometry courses listed on the following page with a 2.0 (C) or better. Applicants with less than a 2.5 (C+) overall grade point average should consult the Office of Admissions prior to applying. An applicant need not have completed all prerequisites prior to filing an application, but must be able to successfully complete all outstanding prerequisites prior to enrolling.
Doctor of Optometry degree program prerequisites:

General Biology or Zoology (with laboratory) - one year

General Chemistry (with laboratory) - one year

Organic Chemistry (with laboratory) - one year or

½ year Organic Chemistry plus ½ year of either Biochemistry or Molecular Biology (laboratory highly recommended)

English Composition or English Literature - one year

Mathematics - one year (½ year of calculus fulfills the mathematics requirement; however, completing of one year of calculus is highly recommended)

Microbiology or Bacteriology (with laboratory) - ½ year

General Physics (with laboratory) - one year

Psychology - ½ year

Statistics (Mathematics, Biology or Psychology) - ½ year

While Biology and Chemistry majors comprise the largest applicant group, students in any major may be considered, provided the above prerequisites are met. Completion of additional coursework in such areas as biochemistry, anatomy, physiology, histology, cell biology, genetics, and experimental and physiological psychology is encouraged but is not required.

For the Traditional Doctor of Optometry (OD) degree, matriculants have seven (7) years to complete their degree program.

Admissions Procedures

Application Process

The University uses a “rolling admissions” process (July 1 through March 31), which allows qualified candidates to be admitted on an ongoing basis beginning in September and continuing until the class is filled. Student applications are reviewed beginning August 1. Interviews are scheduled and initiated starting as early as August. Candidates meeting the requirements are then admitted on a weekly basis until the class capacity is reached. It is therefore to the applicant’s advantage to apply as early as possible to ensure full consideration for admission.
Submitting an Application

The Pennsylvania College of Optometry at Salus University accepts applications only through the Optometry Centralized Application Service (OptomCAS): www.optomcas.org.

Students who have questions about the required pre-requisites should contact an Admissions Counselor at 800.824.6262 before completing the OptomCAS application.

For admissions consideration an applicant must:

- Submit a properly completed application to the Optometry Centralized Application Service (OptomCAS) at www.optomcas.org, beginning July 1. Detailed instructions regarding the completion of the application and the essay are provided on the OptomCAS website.

- Arrange to have any of the following letters of recommendation provided directly to OptomCAS to fulfill the requirements for the Pennsylvania College of Optometry at Salus University:
  - a pre-professional committee letter of evaluation OR
  - three science (biology, chemistry, physics or mathematics) teaching faculty OR
  - two teaching faculty and one practicing optometrist shadowed by the applicant
  - a letter packet containing the letters outlined above. Each letter within the letter packet a student wishes to have reviewed should be listed individually on OptomCAS.

Additional letters may enhance a student’s file, but will not be counted in fulfillment of the required letters of recommendation.

- Arrange to take the Optometry Admissions Test (OAT) prior to June 1 of the desired entering year. Taking the OAT between July and December of the application process year is highly recommended.
  - The exam is offered electronically
  - Information and registration for online testing can be found at www.opted.org
  - OAT results should not be more than two years old
INTERNATIONAL STUDENTS AND PRACTITIONERS

Please provide the Office of Admissions with the following information:

- A course-by-course credential review from an accredited agency, which evidences all post-secondary studies completed. Please consult agency’s web site for requirements to complete the evaluation. An official evaluation must be sent from the agency directly to Salus University, Office of Admissions, 8360 Old York Road, Elkins Park, PA 19027. (These services are provided by various agencies including: World Education Services, PO Box 745, Old Chelsea Station, New York, NY 10113-0745; contacts: 212.966.6311 or www.wes.org.)

- Official results of a TOEFL (Test of English as a Foreign Language) examination. (www.toefl.org)

- International practitioners should submit a letter of reference from a college or university department chairperson or supervisor, along with two references from former faculty.

Record of Immunizations (please refer to page 11)

Notification of Acceptance

An applicant may be notified of his or her acceptance as early as September.

Upon receipt of acceptance, an applicant is required to pay a $1,000 matriculation fee to the University prior to the start of classes, payable as follows:

- Return the matriculation form within 14 days of the date of the acceptance letter. A $500 deposit is due by January 15; if accepted after January 15, the $500 deposit must accompany the matriculation form.

- The balance of $500 for the matriculation fee is due April 15.

- All monies received above will be applied toward first term fees.
FINANCIAL INFORMATION

The cost of a professional education varies, depending on many factors. In addition to tuition and fees, there are living expenses, books, equipment and incidental expenses to be considered.

A variety of financial assistance, such as student loans, scholarships, grants, work opportunities, and state contributions to optometric education, is available to students. Students interested in additional information or applying for financial assistance are urged to contact the University’s Office of Financial Aid at 215.780.1330 or toll free at 800.824.6262.

Additional information relating to student financial assistance as well as a complete copy of the Student Financial Handbook are available on the University’s website: www.salus.edu.

Tuition and Fees Traditional Doctor of Optometry Program 2014-2015

Tuition: $36,380  
*(Tuition reduction available up to $6,500 through Presidential Scholarships)*

Activity fee: $305. Activity fees are charged at the beginning of the first semester.

Laboratory fee: $60. Laboratory fees are charged each semester from fall of the first year through fall of the third year.

Technology fee: $120. Technology fees are charged every semester.

Background compliance fee: $150. Background check fees are billed in the first semester of the first year and in the summer semester of subsequent years.

The commencement fee is $180 and is billed in the first term of the year in which the student graduates.

Tuition and fees are due and payable two weeks prior to the start of each session and are subject to change.

The University’s refund policy can be found on page 14.

Books and Instruments

First-year optometry students should expect to pay approximately $3,640 for their books and equipment. Required and recommended books may be purchased through the University bookstore on the Elkins Park campus. In addition, it is necessary for optometry students to purchase required ophthalmic equipment, which can be obtained through the University bookstore.
**Living Expenses**  
In planning for living expenses, students should consider room, board, transportation, medical and dental expenses, and personal expenses. The University provides a comprehensive health care program option. Third and fourth-year students need to consider the costs relative to required externships, during which time they may be outside of the Philadelphia area. Students must provide their own transportation and housing during these assignments.

**Campus Employment**  
The University Employment Program and the Federal College Work Study Program allow students to earn income through part-time employment to help meet their expenses. The current pay rate is $10.00 per hour, and eligible students may work in a variety of positions located throughout the University.
The Traditional Doctor of Optometry degree program curriculum is organized into ten educational modules. The modules represent an integrated sequence of the knowledge, skills, and values that students are expected to acquire in order to demonstrate entry-to-practice competencies. The curriculum overview graphic below summarizes the sequencing of the modules across the four-year program. The academic year is divided into three terms: fall semester (August – December); spring semester (January – May); and summer semester (May – August).

### YEAR 1

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### THE FIRST PROFESSIONAL YEAR

#### MODULE 1
**Molecular and Cellular Processes**
Integrates the fundamental anatomical, biochemical, genetic, histological, and physiological processes of cells. Using specific representative cell types, the discussion proceeds through elements of normal and abnormal cellular processes, ending with immunology, pathology and cancer. The overall goal of the module is to provide an understanding of normal cellular organization, processes and function so as to facilitate recognition of abnormal tissue structure and function. This provides the conceptual framework for diagnostic and therapeutic management of the patient (fall semester).
MODULE 2
**Integrative Organ Systems and Disease**
Continues the integrated approach of instruction in anatomy, histology, physiology, pathology and pharmacology at the systemic level by looking at specific organ systems. This module includes instruction in the ordering of needed laboratory and diagnostic testing in a thorough, appropriate and methodical fashion. It emphasizes the role of pharmacological agents in the management of systemic conditions, including potential ocular affect. *(spring semester).*

MODULE 4
**Integrative Neuro-Visual Sciences**
Begins with anatomy and progresses through the neurosciences, neuropathology and neuropharmacology. Head and neck anatomy *(fall semester)* provides knowledge of the organ systems within the head and neck area and structural relationship to the visual system. Neuroscience *(spring semester)* follows with a structural and functional approach to the nervous system. Neuropathology *(spring semester)* examines disease conditions affecting the nervous system and forms the foundation for understanding the ocular manifestations that are associated with neurological disease. Finally, neuropharmacology *(spring semester)* discusses pharmaceuticals specifically related to nervous system disorders.

MODULE 5
**Optometric Principles and Management of Vision Problems**
Includes basic and clinical science instruction in the areas of refraction, binocular vision, contact lens practice, low vision and ophthalmic materials in a 2½ year sequence. Optical principles and ophthalmic applications *(fall, spring semesters)* are integrated so that the principles of reflection and refraction are presented in the context of how ophthalmic lenses are used in the correction of human vision problems. Optical models of the human eye are presented to study the optics of myopia, hyperopia and astigmatism. Practical applications include multi-focal lenses, progressive lenses, occupational lenses, telescopic and microscopic systems, safety considerations, coatings, tints, lens thickness, aniseikonic lenses, and special lens designs associated with high refractive errors.

MODULE 6
**Principles and Practice of Optometric Medicine**
Prepares optometry students with the skills, knowledge and experiences necessary for the responsible and effective delivery of primary eye care. The clinical skills course sequence includes didactic and laboratory instruction in the cognitive, motor, and technical skills necessary to diagnose, treat and manage clinical conditions within the scope of optometric practice. It includes didactic and laboratory work in patient evaluation, refraction and advanced examination skills. The Eye Institute’s traineeship program as well as community clerkships provide the opportunity for students to develop and apply their clinical skills. This includes active observation of optometric practice, assigned sessions at The Eye Institute, as well as on- and off-campus involvement in community-based screenings *(fall, spring semesters).*
MODULE 7
Integrative Approaches to Clinical Problem Solving
Facilitates the ability of the student to analyze and solve clinical problems by including aspects of two key related courses, Evidence-Based Practice and The Doctor-Patient Relationship. Students work in small study groups with a faculty facilitator to explore the issues of a clinical scenario. Issues of ethics and professionalism are considered in the management of the patient. Students learn to research new databases, evaluate statistically-based evidence and apply this evidence to support their clinical decisions. The cases in the first year focus on the development of skills necessary to research and evaluate the scientific literature. (fall, spring semesters).

MODULE 9
Electives
These electives provide an opportunity for students to customize their clinical experience as lecture, workshop or online formats. Students also may choose electives in research.

MODULE 10
Strategies for Personal and Professional Development
This four-year learning strategy prepares graduates for the expectations and challenges of the future. The Patient and Society sequence begins the first year, focusing on the ethical, professional values and the trends and challenges of diversity within the profession in the changing health care system. This module, also referred to as the Curriculum for Personal and Professional Development, includes exercises in goal setting, career planning and the importance of financial planning and debt management (fall semester).
THE SECOND PROFESSIONAL YEAR

MODULE 3
Integrative Ocular and Systemic Disease
Builds on the model of the first two basic science modules, and emphasizes specific ocular structures. The ocular biology sequence (summer, fall semesters) presents the development, anatomy, histology, physiology and biochemistry of the ocular tissues, relating structure to function. This is followed by ocular immunology and microbiology. The spring semester presents the etiology, pathogenesis, differential diagnosis, treatment and management of diseases of the anterior part of the eye, including the lids, orbit and adnexa, conjunctiva, cornea, sclera, uvea and lens. Included are the fundamentals of ocular microbiology, ocular pharmacology and ocular pathology necessary for the student to understand the pathogenic mechanisms and the natural course of ocular diseases. Separate sequences are also dedicated to the diagnosis and management of the glaucomas, to specific ocular emergencies and an introduction to posterior segment disease. (spring semester).

MODULE 4
Integrative Neuro-Visual Sciences
Continues in the second year with a presentation of general sensory physiology, followed by the physiology of monocular vision and perception, including the behavior of single sensory cells from the retina to the cortex (summer, fall semesters). The physiological and neurological aspects of the oculomotor system, including saccadic, pursuits, vestibular, optokinetic and fixation systems are presented (spring semester). The student is also prepared to evaluate, diagnose and manage accommodative, oculomotor and non-strabismic binocular problems using lenses, prisms and vision therapy in the normal and abnormal binocular function sequence (spring semester).

MODULE 5
Optometric Principles and Management of Vision Problems
Begins with an online sequence on optics of the eye (summer semester). This is followed with the theory and principles of fitting and caring for patients using uncomplicated rigid, spherical soft, toric soft and extended wear contact lenses (fall semester). Then advanced rigid lens design, specialty contact lens care and contact lens-related practice management topics are introduced (spring semester). Concurrently, students are presented with various philosophies of data analysis related to the refractive anomalies most commonly occurring in the population (spring semester).

MODULE 6
Principles and Practice of Optometric Medicine
Begins with a one-month summer clerkship (summer semester). This clerkship provides the student with the opportunity to reinforce knowledge and skills acquired in the first year clinical skills course sequence. This clinical experience that emphasizes the importance of ophthalmic materials in optometric practice, and includes continued exposure to optometric role models in community settings.
Professional Practice continues with greater direct patient care involvement, encouraging the continued development of clinical skills and patient care thought processes through involvement in community-based clerkships, community screenings and on-campus clinical assignments (fall semester). Clinical activities include greater involvement in the care provided at on- and off-campus clinical assignments. The most intensive on-campus clinical experience, the internship program, begins with the spring term of the second professional year and concludes with the fall term of the third professional year. Increasing emphasis is placed on problem-solving and patient management skills while continuing the development of more advanced examination techniques (fall semester).

MODULE 7
Integrative Approaches to Clinical Problem Solving
The second year specifically addresses diagnostic issues (fall, spring semesters). Students develop their clinical reasoning skills through a case-based approach. Students master the ability to acquire, interpret, synthesize and record significant clinical decision-making information in an effective and efficient manner, with the emphasis on diagnosis.

MODULE 9
Electives
Electives provide an opportunity for students to customize their clinical experience and are available as lecture, workshops or in online formats. Students also may select electives in research.

MODULE 10
Strategies for Personal and Professional Development
The Curriculum for Personal and Professional Development exposes students to the basic elements of short- and long-term financial planning, including savings and investment strategies that support and complement students’ personal and professional goals (fall semester).
THE THIRD PROFESSIONAL YEAR (ON CAMPUS)

MODULE 2
Integrative Organ Systems and Disease
Clinical medicine surveys the optometric and medical diagnosis and management of commonly encountered systemic conditions. It reviews physical examination, laboratory testing procedures and management strategies of numerous medical conditions using lecture and case presentation formats. Both optometric and medical clinicians participate in the presentations. In addition, students are taught and certified in CPR, defibrillation and First Aid procedures (summer, fall semesters).

MODULE 3
Integrative Ocular and Systemic Disease
Presents an extensive discussion of the diagnosis and management of posterior segment (vitreal, choroidal, retinal) conditions (summer, fall semesters).

MODULE 4
Integrative Neuro-Visual Sciences
Continues with basic concepts in human development with emphasis on the developmental changes in infancy, childhood and late adulthood and their effect on various motor, perceptual and visual functions (summer semester). Culminates in the third year (fall semester) with a discussion of the diagnostic methods (e.g., CT, MRI, MRA, ultrasound) and management of patients with neuro-ophthalmic disorders.

MODULE 5
Optometric Principles and Management of Vision Problems
Advances to an in-depth preparation in normal and abnormal binocular function. Students are prepared to evaluate, diagnose and manage amblyopia using lenses, occlusion and vision therapy (summer semester). The sequence proceeds to areas of comitant and non-comitant strabismus, including etiology, prognosis, evaluation, and treatment of various types of strabismus (fall semester).

Special Topics in Environmental Optometry concentrates on the study, management, and control of natural and human factors in the environment that can affect the health and visual status of patients (spring semester).

Module 5 concludes with targeted emphasis in the areas of Vision Rehabilitation, Pediatric/Infant Vision, and Ophthalmic Lasers. Included are: the rehabilitative management of the visually impaired patient, the evaluation and management of vision problems in pediatric and infant patients, and basic and applied ophthalmic lasers, including concepts in laser physics and laser tissue interactions (summer, fall semesters).
MODULE 6
Principles and Practice of Optometric Medicine
Progressive competencies are developed throughout the third year. Clinical activities and responsibilities associated with professional practice include greater examination efficiency, enhanced diagnostic abilities, and development of appropriate treatment and management plans (summer semester). The internship program concludes at the end of the fall term of the third professional year with the highest expectation of cognitive, technical, and analytical skills necessary for transition to the more intensive clinical demands of the off-campus externships (fall semester).

MODULE 7
Integrative Approaches to Clinical Problem Solving
Concludes with advanced case studies with emphasis on integrative skills and the refinement of clinical decision-making. Special attention is given to patient management, responsibility for life-long learning and maintaining continuing competency (summer, fall semesters).

MODULE 10
Strategies for Personal and Professional Development
The curriculum for Personal and Professional Development progresses, with special emphasis on business and practice management principles, as well as the essentials of health care organization and optometric jurisprudence. Added emphasis is given to employment opportunities, the purchase of a practice, association, partnerships, starting a practice and employment contracts. Students are oriented to the major organizational issues facing the areas of Medicare, Medicaid, HMOs, managed care and public and private financing options (fall, spring semesters).
THE THIRD AND FOURTH PROFESSIONAL YEARS

MODULE 8
Clinical Externships
Begins February of the third year and proceeds through the entire fourth year. Clinical externships are the culmination of the patient care programs of PCO. The on- and off-campus clinical experiences at the College (Professional Practice 1-7) during the first 2½ years of the traditional core program prepare the student in the clinical knowledge and skills so that the student can assume the more intensive clinical demands of externships.

The first externship (spring semester) of the third program year is a four (4) month off-campus rotation during the spring of the third professional year. It is usually completed in a private practice setting. The remaining 12-month period (fourth professional year) includes four (4) externships of three (3) or six (6) months’ duration, predominantly in off-campus private practice. A student will complete a minimum of four (4) externships and no more than five (5). Externships are classified into four (4) categories, each with specific associated educational objectives: The Eye Institute (assignment in primary care, pediatrics/binocular vision or low vision rehabilitation); interprofessional/collaborative care; ocular disease, and contact lenses/primary care. More than 160 externship sites have been approved across the United States; some sites are located internationally.

MODULE 9
Electives
Electives provide an opportunity for students to customize their clinical experience and are available as lecture, workshops or in online formats. Students also may select electives in research.

MODULE 10
Strategies for Personal and Professional Development
The Curriculum for Personal and Professional Development progresses, with special emphasis on business and practice management principles, as well as the essentials of health care organization and optometric jurisprudence. Added emphasis is given to employment opportunities, the purchase of a practice, association, partnerships, starting a practice and employment contracts. Students are oriented to the major organizational issues facing the areas of Medicare, Medicaid, HMOs, managed care and public and private financing options (spring semester, Third Year).
## COURSE OF STUDY

While the sequence of modules and module content represent the most accurate information available at the time of printing, module content and/or sequencing and/or module credit units may change.

*Please note that the prefix for all following courses is PCO-OPT (-xxxx-AA).*

### FIRST YEAR

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<th>Number</th>
<th>Course Title</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>CPS Hours</th>
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| **Spring Semester** | | | | | | |
| 7200-AA | Integrated Organ Systems*                               | 91.5          | 14        |           |              | 5.50             |
| | [Transcript Note—Universal Precautions (2 lecture hours)] | | | | | |
| 7401-AA | Neurosciences*                                           | 56            | 16        |           |              | 3.50             |
| 7531-AA | OPOA 2 and Management of Vision Problems                | 70            | 44        |           |              | 5.50             |
| 8631-AA | Clinical Skills 2*                                      | 32            | 24        |           |              | 2.50             |
| 8641-AA | Professional Practice 2.                                | 2             |           | 32        |              | 1.00             |
| 7731-AA | Clinical Problem Solving 1B                             |               |           |           |              | 1.00             |
| **Sub-total** | | | | | | |
| | | | | | | | | | | | 252.5 | 98 | 26 | 32 | 19.00 |

**First Year Totals**

452.5 190 50 64 35.00

(*course includes laboratory*)
SECOND YEAR

*Please note that the prefix for all following courses is PCO-OPT (-xxxx-AA).*

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(*course includes laboratory*)
THIRD YEAR

*Please note that the prefix for all following courses is PCO-OPT (-xxxx-AA).*

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| **Fall Semester** |                                             |               |           |           |              |                  |
| 7231-AA  | Clinical Medicine 2                             | 28            | 4         |           |              | 1.50             |
|          | [*Transcript Note—First Aid (2 lab hours)]      |               |           |           |              |                  |
| 7352-AA  | Posterior Segment Disease 3                      | 10            |           |           |              | 0.50             |
| 7404-AA  | Neuro-Ophthalmic Disease*                        | 28            | 10        |           |              | 2.00             |
| 7542-AA  | Normal and Abnormal Binocular Function 3*        | 28.5          | 20        |           |              | 2.50             |
| 7501-AA  | Ophthalmic Lasers*                               | 12            | 8         |           |              | 1.00             |
| 8501-AA  | Vision Rehabilitation*                           | 18            | 12        |           |              | 1.50             |
| 8646-AA  | Professional Practice 7                          |               |           | 252       |              | 5.50             |
|          | TEI Oak Lane Suite 1                             |               |           |           |              |                  |
|          | TEI Oak Lane Suite 2                             |               |           |           |              |                  |
|          | TEI Oak Lane Suite 3                             |               |           |           |              |                  |
| 7735-AA  | Clinical Problem Solving 3B                      |               |           | 26        |              | 1.00             |
|          |                                                   |               |           |           |              |                  |
| **Sub-total** |                                             | 124.5         | 54        | 26        | 252          | 15.50            |

| **Spring Semester** |                                             |               |           |           |              |                  |
| 7502-AA  | Special Topics in Environmental Optometry       | 6             |           |           |              | 0.50             |
| 8800-AA  | Clinical Externship-Primary Care                |               |           |           |              |                  |
| 7001-AA  | Health Care Systems/Practice Management          | 17.5          |           |           |              | 1.00             |
|          |                                                   |               |           |           |              |                  |
| **Sub-total** |                                             | 23.5          | 0         | 0         | 420          | 11.00            |

| **Third Year Totals** |                                             | 236           | 97        | 36        | 864          | 38.00            |

(*course includes laboratory)
### FOURTH YEAR

*Please note* that the prefix for all following courses is PCO-OPT (-xxxx-AA).

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**Fourth Year Totals**

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**Electives Minimum total 20 hours**

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**Elective Totals**

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**CORE PROGRAM TOTALS**

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The credit unit is equal to one semester hour.
DOCTOR OF OPTOMETRY DEGREE PROGRAM

SCHOLARS PROGRAM

ADMISSIONS

Criteria

The Scholars program offers a new, alternate educational opportunity for highly qualified and highly motivated students with a recommended cumulative GPA of 3.5 or higher and an OAT academic average score of 330 or higher. Applicants who meet these criteria will be considered for the Scholars Program and asked to visit the Elkins Park campus to participate in the Multiple Mini-Interview process (MMI).

The Scholars program is designed for those applicants with exceptional personal and professional motivation, exceptional academic qualifications, and strong leadership skills. Students enrolled in the Scholars program will accumulate the credit equivalency of students enrolled in the traditional Doctor of Optometry degree program. The Scholars Doctor of Optometry degree program is designed so that each student cohort does not exceed 20 matriculants. This cohort size ensures a small student-to-faculty ratio, which is an essential feature of the Scholars program.

Prerequisites

To begin the Scholars program applicants will need to:

- earn a bachelor’s degree prior to the start of Scholars program, evidenced by an official transcript from an accredited undergraduate college or university
- complete a minimum of 100 hours of experience in a health care profession

The official undergraduate transcript must reflect successful completion of the pre-optometry courses listed below:

General Biology or Zoology (with laboratory) – one year
General Chemistry (with laboratory) – one year
Organic Chemistry (with laboratory) (or ½ year Organic Chemistry, plus ½ year of either Biochemistry or Molecular Biology (laboratory highly recommended) – one year
General Physics (with laboratory) – one year
Mathematics (½ year Calculus fulfills the mathematics requirement; however, one (1) year of Calculus is highly recommended) – one year
English Composition or English Literature – one year  
Microbiology or Bacteriology (with laboratory) – ½ year  
Psychology – ½ year  
Statistics (Math, Biology, or Psychology) – ½ year  

An applicant need not have completed all prerequisites prior to filing an application, but must be able to complete all outstanding prerequisites prior to enrollment. Additional coursework in such areas as biochemistry, anatomy, physiology, histology, cell biology, genetics, and experimental and physiological psychology is encouraged, but is not required. Prerequisite credits completed ten or more years prior to the anticipated entrance date will be reviewed for approval on an individual basis.

It is recommended that applicants with less than a 3.5 (B+) grade point average consult the Office of Admissions prior to applying to the Scholars Program.

**Application Process**

The application process for the inaugural Scholars program student cohort will open on July 1, 2013. Applications will be processed as follows:

- Based on this initial review, highly qualified applicants determined to be eligible for “early decision” will be invited to participate in the Multiple Mini-Interview (MMI) process.

- If invited, the interview process is required, as it significantly contributes to the applicant’s file that will be reviewed by the Scholars Program Admissions Committee to render an admissions decision.

**Submitting an Application for the Scholars Program**

Pennsylvania College of Optometry at Salus University joins other colleges of optometry in accepting applications only through the Optometry Centralized Application Service (OptomCAS) [www.optomcas.org](http://www.optomcas.org).

**To be considered for the Scholars Program, an applicant must:**

- Submit a properly completed application to the Optometry Centralized Application Service (OptomCAS) at www.optomcas.org beginning July 1, 2013. Detailed instructions regarding the completion of the application are provided on the OptomCAS website.

- Answer the supplemental question on the OptomCAS application to identify oneself as an applicant to the PCO Scholars Program to the University’s Office of Admissions.
– Remaining supporting documents are the similar to the Traditional application process previously described.

FINANCIAL INFORMATION

Tuition and fees for the Scholars program are the same as those for the Doctor of Optometry traditional program with an additional one-time computer fee of $2,280 for the Scholars Program that is payable in the first year.

COURSE OF STUDY

The Scholars program Doctor of Optometry degree curriculum is organized into the same ten educational modules as the traditional program. The modules represent an integrated sequence of the knowledge, skills and values expected to acquire entry-to-practice competencies. The curriculum overview graphic below summarizes the sequencing of the modules across the year round, 36 month program.

The academic year for the Scholars program is divided into four, 10-11 week quarter terms: summer quarter (May – August, except for the first year, where the summer quarter will run from June - August); fall quarter (August – October); winter quarter (November – February); and spring quarter (February – April).

General detailed descriptions of the modules can be found under the Traditional program curriculum. More specifics on each individual module within each individual year will be available by the winter of 2013. If interested in more detailed information, please contact an admissions counselor at 800.824.6262 or the Dr. Melissa Trego, Associate Dean of the Scholars program at 215.780.1257.
3 + 4 OD DEGREE PROGRAM

The 3 + 4 program provides an opportunity for qualified students to earn the Doctor of Optometry (OD) degree in seven years, instead of the usual eight for the Traditional Doctor of Optometry Degree program. The first three years are completed at a participating undergraduate institution, the next four at the Salus University Pennsylvania College of Optometry in the Traditional OD degree program.

The undergraduate institution awards the student a Bachelor of Science degree upon the successful completion of the first professional year at PCO. The University confers a Doctor of Optometry degree at the successful completion of the Traditional degree program.

The following undergraduate colleges and universities are currently affiliated with the Pennsylvania College of Optometry at Salus University in the 3+4 baccalaureate/OD degree program:

**Pennsylvania**
Arcadia University, Delaware Valley College, Gannon University, Gettysburg College, Grove City College, Indiana University of Pennsylvania, Juniata College, Millersville University of Pennsylvania, Saint Francis University, Shippensburg University, University of Pittsburgh at Bradford, University of Pittsburgh at Johnstown, Villanova University, Washington and Jefferson College, Widener University, Wilkes University

**Maine**
Saint Joseph's College

**Maryland**
Salisbury State University

**New Jersey**
Caldwell College, Rowan University, Seton Hall University

**New York**
Ithaca College, LeMoyne College, St. John Fisher College, Siena College

**North Carolina**
Bennett College, Johnson C. Smith University

**Virginia**
Old Dominion University

For further information, contact the University's Office of Admissions at 800.824.6262, email admissions@salus.edu, or visit www.salus.edu.
ADVANCED STUDIES

Advanced Studies provides third year students with the opportunity to pursue an advanced coordinated program of optometric study in a specific clinical area.

Each Advanced Studies is comprised of a series of courses and clinical activities under the mentoring of faculty members that, when taken as a whole, facilitate learning and provide experiences beyond entry to practice qualifications.

Acceptance into Advanced Studies is based upon satisfactory completion of prerequisite course requirements that are part of the core program. Successful completion of Advanced Studies results in a separate credential designation on the transcript and issuance of a certificate of completion at the time of graduation.

Advanced Studies are currently offered in Retina, Anterior Segment Disease and Contact Lens.

FINANCIAL INFORMATION

Tuition

For academic year 2014-2015: $948 per credit

INTERNATIONAL OPTOMETRY PROGRAMS

PCO confers four accredited degrees on international practitioners who have completed pre-requisite optometric education and are licensed to practice optometry in their home countries, when applicable.

Bachelor of Science Degree in Optometry (BSc)
The Bachelor of Science (BSc) degree in Optometry is offered to international ophthalmic practitioners to meet the entrance requirements into the Master of Science (MSc) in Clinical Optometry degree program. Eligible candidates for this program are practitioners who have completed the pre-requisite ophthalmic education and are licensed, registered or certified to practice as applicable.

The BSc degree in Optometry completion program advances students’ knowledge and skills in optometric care in order to better serve their patients and communities. The program provides foundational knowledge and basic clinical skills applicable to the early detection of conditions that require optometric intervention, referral to another health practitioner, or co-management of the condition in cooperation with an appropriate health care provider. The BSc degree in Optometry completion program features a series of lectures and simulated clinical training conducted outside of the United States in the host
country. The course structure and objectives are adjusted as necessary with every prospective student cohort, in order to achieve the overall program objectives.

**Master of Science Degree in Clinical Optometry (MSc)**

Salus University is the only academic institution in the United States to offer the Master of Science (MSc) degree program in clinical optometry. Eligible candidates must have a bachelor's degree in optometry or its equivalent and licensure/registration to practice optometry in the host countries as applicable.

The program provides optometrists with education and clinical experience in the diagnosis and management of ocular conditions. It includes a balanced curriculum of basic biomedical and visual sciences; clinical sciences and techniques; controlled patient care; clinical case studies; and a culminating scholarly project.

The program is organized into four (4) integrated modules comprising 33 semester credits. Slight modifications may be made based upon an analysis of the prospective student cohort’s academic credentials. Courses within some modules may contain laboratory hours, controlled patient care hours, case study areas, live instruction and/or research hours.

*Hours, courses and credits may vary according to the requirements of the individual student’s country.*

**Module 1: Foundations of Basic Science**

This module covers topics such as microbiology; cellular processes; general physiology, pathology and pathophysiology; human anatomy and neuroscience; ocular anatomy and physiology; and principles and applications of pharmacology.

- Molecular and Cellular Processes
- Microbiology and Immunology
- Ocular Anatomy and Physiology
- Human Anatomy and Neuroscience
- General Physiology, Pathology and Pathophysiology
- Principles and Applications of Pharmacology
MSc with Advanced Graduate Fellowship required supplemental courses:
Clinical Problem Solving 1A
Doctor/Patient Relationship

Module 2: Optometric Applications and Ophthalmic Disease
This module includes ocular biology and anterior and posterior segment disease; clinical medicine and disease manifestations; glaucoma; optic nerve disorders; pediatrics and normal and abnormal binocular function; cataracts and geriatric care; advanced contact lens applications; and public health issues in eye care.

Ocular Biology and Anterior Segment Disease
Clinical Medicine and Disease Manifestations
The Study of Glaucoma
Posterior Segment Disease
Concepts of Cataracts, Low Vision and Geriatric Care
Pediatrics and the Study of Normal and Abnormal Binocular Function
Contact Lens Applications
Pre and Post Refractive Surgery
Environmental Optometry, Practice Management and Professional Development
Case Presentations and Panel Discussion
Optic Nerve Disorders

MSc with Advanced Graduate Fellowship required supplemental courses:

Posterior Segment Disease 1
Ocular Science and Anterior Segment Disease 2
Neuroscience

Module 3: Practice of Optometric Medicine
This module includes controlled patient care sessions in the on-campus International Module at the Elkins Park Campus. Patients with known ophthalmic diseases are recruited from The Eye Institute at PCO and organized into controlled learning units to provide students with an enriching, hands-on application of newly gained diagnostic knowledge and skills. These clinical experiences are complemented by a number of required clinical case studies.

Clinical Procedures Laboratory
Controlled Patient Care Session 1
Controlled Patient Care Session 2
Clinical Case Studies
MSc with Advanced Graduate Fellowship required supplemental courses:

Posterior Segment Disease 2
Normal and Abnormal Binocular Function 2
Pediatrics and Infant Vision
Clinical Problem Solving 3A

Module 4: Scholarly Project
This module includes principles of evidenced-based practice; epidemiology; and biostatistics and research design that prepare students to develop and present a culminating scholarly project before faculty and students.

Evidence-Based Practice
Epidemiology, Research Design and Biostatistics
Scholarly Project - Part 1
Scholarly Project - Part 2
Scholarly Project - Part 3
Scholarly Project - Part 4
Culminating Scholarly Project - Part 5

There are no Advanced Graduate Fellowship courses required in this module.

Continuing Education Programs for International Ophthalmic Practitioners

PCO has earned a reputation for organizing and presenting continuing and postgraduate clinical education courses for optometric practitioners in countries as close as Canada and as far away as Australia and Singapore. These programs range from short courses to extended, competency-based programs.

For further information regarding program dates and locations, please contact the Office of Professional Studies and International Programs at 215.780.1380 or jwilbur@salus.edu.
INTERNATIONAL OPTOMETRY PROGRAM AWARDS

International Studies Excellence Award
Awarded to the graduate who attains the highest academic average and demonstrates exceptional commitment to scholarly pursuits and learning.

International Studies Leadership Award
Awarded to the graduate who demonstrates leadership in organizing, administering and advocating excellence in international optometry.

RESIDENCY PROGRAMS IN OPTOMETRY

Post-graduate residency programs at PCO’s clinical facility, The Eye Institute, offer Doctors of Optometry the opportunity to obtain advanced clinical competencies in primary care optometry, pediatric optometry/binocular vision, vision rehabilitation, contact lenses, ocular disease, and refractive eye care. Residency training emphasizes development of advanced knowledge and clinical skills beyond entry to practice in a chosen area of emphasis.

Residents at The Eye Institute also participate in emergency eye care, various specialty ophthalmologic services, direct clinical care, Grand Rounds presentations, case conferences, instructional laboratories, and independent study.

The College also provides residency training via affiliation with Veterans Administration hospitals and a number of multidisciplinary practice sites. These programs enable the residents to develop substantially in their practice capabilities in ocular disease management and/or cornea and refractive surgery pre- and post-operative management. For more information on PCO’s optometry residency programs, visit the University’s website at www.salus.edu.

OD PROGRAM SCHOLARSHIPS AND GRANTS

The University offers optometry students a number of grants and scholarships each year that provide incentive for learning and research. These awards are monetary gifts and do not require repayment.

All scholarships are based on academic performance and financial need unless otherwise indicated below. Applications for all scholarships are made through the University’s Office of Financial Aid unless otherwise noted.

Madlyn and Leonard Abramson Scholarship
Established by Madlyn and Leonard Abramson, the scholarship affords preference to students residing in states having managed care organizations operated by Aetna/US Healthcare (currently Florida, New Jersey, Pennsylvania, and Texas).
Administrative/Professional Staff Scholarship
Established by the College’s Administrative/Professional Staff Council, the scholarship is to be awarded to a worthy student.

Alcon Scholarship
Alcon, a global healthcare company and leader in eye care products including solutions, prescription drugs, contact lens and ophthalmic instruments, is a consistent supporter of optometric education. This scholarship is awarded to optometry students on the basis of academic standing and financial need.

Alumni Scholarships
Made possible through the contributions of generous PCO alumni, these scholarships are awarded to second, third and fourth year students.

American Optometric Foundation Optimum Optics Scholarship
The PCO scholarship committee nominates one candidate from the College per year, with preference given to students from New Jersey.

Joseph F. Bacon Memorial Scholarship
An annual award to a first-year student whose undergraduate education was obtained at the University of Delaware.

Allison L. Barinas Memorial Scholarship
Established by friends, colleagues and classmates in memory of Dr. Barinas, a member of the Class of 2003.

Elsie Wright Billmeier Memorial Scholarship
Established by Alton G. Billmeier, OD ’38 FAAO, in memory of his late wife, Elsie Wright Billmeier, OD ’38. Preference given to students from Maryland.

Board of Trustees and Presidential Scholarships
Awarded to selected first-year students from non-contract states on the basis of high academic record. The scholarships are renewable for four years.

Alma L. Boben Memorial Scholarship
Established by the estate of Alma L. Boben, OD ’28, in loving memory of her father, optometrist H. J. Leuze. This is awarded to worthy female students.

Ciba Vision Scholarship
Established by Ciba Vision Corporation, a major international pharmaceutical corporation with strong ties to the ophthalmic market.

Jeffrey Cohen Memorial Scholarship
Established by friends and colleagues in memory of Jeffrey Cohen, OD ’69, through the Federal Credit Union.

George Comstock Scholarship
The Connecticut Optometric Society administers a scholarship for Connecticut residents demonstrating financial need, academic excellence, and high moral character. Application is made directly to the Connecticut Optometric Society.
William J. Condon Memorial Scholarship
Established through the estate of Mary H. Condon in memory of her optometrist husband.

George H. Crozier Memorial Scholarship
Established by the friends and family of Dr. George Crozier ’49, former Associate Dean of Academic Affairs.

John J. Crozier Memorial Scholarship
Established by friends and colleagues in memory of Dr. John Crozier ’48, former Dean of Student Affairs.

William Decter Memorial Scholarship
Established in memory of PCO alumnus Dr. William Decter ’43 by Rodenstock USA, Inc., and his friends and family members.

Sol Deglin Memorial Scholarship
Established by Edward A. Deglin, MD, in memory of his father.

Vivian M. Descant Scholarship
Established by Dr. Descant, a 1997 alumnus of PCO, this scholarship is awarded to optometry students on the basis of academic performance and financial need.

Milton J. Eger Memorial Scholarship
Established by the friends and family of Dr. Eger ’40, former member of the PCO Board of Trustees.

Faculty Scholarship
Established by the University’s Faculty Council.

Barry Farkas Scholarship
Established in recognition of Dr. Farkas ’71, member of the University Board of Trustees.

H. L. Goldberger Memorial Scholarship
Established by the friends and professional colleagues of Herbert L. Goldberger, OD, a 1954 alumnus of PCO.

Lawrence G. Gray Memorial Scholarship
Established by the friends and colleagues of Dr. Larry Gray, former PCO professor and 1972 alumnus.

Florence and Martin Hafter Scholarship
Established by Martin Hafter, OD ’49 and his wife, Florence.

A. Michael Iatesta Scholarship
Established by Dr. Iatesta ’52, member of the University Board of Trustees.
Harry Kaplan Scholarship
Established by Dr. Kaplan ’49, a member of the PCO faculty, these scholarships are awarded to optometry students on the basis of academic performance and financial need.

J. Donald Kratz Memorial Scholarship
Established by family and friends in memory of Dr. Kratz ’37, former member of the PCO faculty and Board of Trustees.

Paul G. Matthews Memorial Scholarship
Established by Mr. and Mrs. George Matthews in memory of their son, Paul G. Matthews, OD ’81, the Matthews Scholarship is awarded to a first-year student selected on the basis of undergraduate academic performance, community service, and financial need. This is a four-year scholarship.

Military Scholarships
The Army, Navy, and Air Force provide a Health Profession Scholarship Program (HPSP) to optometry students that covers complete tuition payment, required books and fees plus a monthly living stipend. HPSP scholarships recipients are commissioned as officers and required to serve in the military for a specific period of time, depending upon the number of years the recipient received the HPSP scholarship. Applications and additional information are available directly from local Army, Navy, and Air Force recruitment offices that are located throughout the United States.

Leslie Mintz Foundation Scholarship
Administered by the New Jersey Optometric Association, students with New Jersey residence may apply for these annual scholarships. Students are generally notified of awards during the second semester. Applications are available from the University’s Financial Aid Office.

Frank J. Montemuro, Sr. Memorial Scholarship
Established by Albert Tordella, emeritus trustee of the University's Board of Trustees, in memory of his life-long friend, Frank J. Montemuro, Sr.

National Eye Research Foundation Fellowship Award
The Foundation offers an award to a student enrolled in a school or college of optometry.

New Jersey Academy of Optometry Harold Simmerman Clinical Excellence Scholarship
Administered by the New Jersey Academy of Optometry, the scholarship is awarded to a deserving fourth year New Jersey resident on the basis of academic and clinical excellence and financial need.

Nikon Scholar Awards
An annual competition open to first-year students of optometry. Awards range from honorariums to scholarships.
Office Depot Scholarships
Established by the Office Depot company, these scholarships are awarded to optometry students selected on the basis of high academic achievement and financial need.

Pennsylvania College of Optometry Scholarship
Established by a member of the University’s Board of Trustees, who wishes to remain anonymous.

Petry-Lomb Scholarship
An annual award to a New York resident enrolled in an optometry college who exhibits financial need and good scholastic achievement. Applications are available from the Office of Financial Aid.

PHEAA Grants
A student who matriculates without receiving a baccalaureate degree, whose domicile has been in Pennsylvania for at least 12 months prior to the date of application, and who demonstrates financial need in accordance with PHEAA requirements is eligible for a PHEAA grant. There are other requirements as well. For further information and application materials, contact the Financial Aid Office.

A.A. Phillips-SOSH Scholarship
The scholarship was established and funded by A.A. Phillips, OD, a 1969 graduate of PCO who founded the Student Optometric Service to Humanity (SOSH). The scholarship is awarded to a student from either the former British West Indies or a non-U.S. citizen from the Caribbean.

Phillips Endowed Scholarship
Established by Dr. and Mrs. Robert C. Phillips ’38, in memory of Dr. Phillips’ uncle, Harry G. Phillips, OD. Preference is afforded first-year students and Pennsylvania residents.

Review of Optometry Scholarship
An annual scholarship funded by Cahners, publisher of the Review of Optometry.

Onofrey G. Rybachok Memorial Scholarship
Established by family and friends in memory of Dr. Rybachok, former member of the PCO faculty.

Maria T. Rynkiewicz Memorial Scholarship
Established by the PCO Alumni Association in memory of Dr. Rynkiewicz, ’79.

Boris I. And Bessie S. Sinoway Memorial Scholarship
Established by the estate of Bessie S. Sinoway in memory of her husband, Boris I. Sinoway, OD.

Scholarships for Disadvantaged Students (SDS)
Granted on the basis of exceptional financial need, with preference afforded students from traditionally underrepresented backgrounds.
State Grants and Scholarships
Typically for undergraduate students, several states have programs that award grant monies to needy students. If you have entered or will enter the University before receiving a baccalaureate degree, contact your state higher education agency directly for more information.

Richard W. Stockton Scholarship
Established by Dr. Stockton, a 1953 alumnus of PCO.

Joseph C. Toland Scholarship
Established by Dr. Toland, a member of the PCO faculty.

Katherine Tordella-Richards Memorial Scholarship
Established by Albert Tordella, emeritus trustee of the University’s Board of Trustees, in memory of his sister, Katherine Tordella Richards.

Vision Service Plan Scholarship
Established in 1998-99 by Vision Service Plan, this scholarship recognizes proficiency in the area of primary care and promotes independent private practice. Two scholarships are awarded to fourth year students.

Vistakon Acuvue Eye Health Advisor Student Citizenship Scholarship
Established by Vistakon, a division of Johnson & Johnson Vision Care, Inc., each recipient receives a scholarship and a personalized plaque. Awarded to second or third year optometry students, selection criteria include academic and extra-curricular achievements, along with other professional pursuits, such as a demonstrated commitment to patient care demonstrated through internships, community service and other volunteer activities.

Vistakon Scholarship
Established by Vistakon, a division of Johnson and Johnson Vision Care, Inc., in support of diversity recruitment efforts, this scholarship is awarded to optometry students selected on the basis of academic achievement, demonstrated financial need and community involvement.

Clifford C. Wagner Scholarship
Established by the family of Clifford C. Wagner, OD, a 1951 alumnus of PCO.

Doris A. Wagner Scholarship
Established by Clifford C. Wagner, OD ’51, in honor of his wife’s dedication to optometry and service to the visual welfare of the public.

Wal-Mart Scholarship
Established and administered by the Wal-Mart Corporation.

William G. Walton Jr. Scholarship
Established by the President’s Council in recognition of Dr. Walton, ’40, a former PCO faculty member.
Harold and Ginny Wiener Scholarship
Established by the family of 1950 PCO alumnus Dr. Harold and Mrs. Weiner, preference is afforded New Jersey residents.

E. F. Wildermuth Foundation Scholarship
Established by the E.F. Wildermuth Foundation, the largest private contributor to student financial assistance at the University.

Melvin D. Wolfberg Scholarship
Established by former PCO President Melvin D. Wolfberg, OD ’51.

NOTE: Additional grant and scholarship information is available by contacting the University’s Office of Financial Aid.

COMMENCEMENT AWARDS

Salus University students are offered a number of awards at graduation that honor their academic and clinical achievements.

Alcon Student Scholarship Award
Awarded to the graduate who writes a winning case report incorporating the use of an Alcon product.

Alumni Association Award
A certificate and monetary award are presented to the member of the graduating class attaining the highest academic average.

Beta Sigma Kappa Award
A medal is given by the national fraternity to the graduate among its membership with the highest GPA.

Clinical Excellence Citations
Presented by the faculty to each year’s graduating class for excellence in patient care.

College of Optometrists in Vision Development Award
Awarded to the graduate who has demonstrated outstanding proficiency in academic knowledge and clinical care in functional vision.

Conforma Laboratories Awards
Awarded to the graduates who have demonstrated clinical excellence in contact lens design and application of fitting criteria.
CooperVision Excellence in Contact Lens Award
Awarded to the graduate, based on financial need, who has demonstrated ability in contact lens courses, aptitude in clinical skills and a willingness to pursue professional development opportunities.

Crizal by Essilor of America Award of Excellence
A corneal reflection pupilometer is awarded to the graduate who has excelled in dispensing ability and the ophthalmic optics courses.

John E. and Ethel M. Crozier Memorial Award
Awarded to the graduate excelling in the study of anatomy and pathology.

Eshenbach Low Vision Student Award
Awarded to the graduate who has demonstrated excellence in the patient evaluation and prescription of low vision devices.

Donald H. Evans, OD Award
Awarded to the graduate who is a Pennsylvania resident and who exhibits outstanding service to the College, the visual welfare of the public, and the community.

GP Lens Institute Award
Awarded to the graduate who demonstrates interest and overall excellence in contact lens design and application of fitting criteria.

David J. Kerko Low Vision Award
Awarded to the graduate who has demonstrated interest and exceptional clinical proficiency in the area of low vision.

Robert A. Kraskin Award
Awarded to the graduate who writes a significant paper prepared as a result of research-related activities associated with the behavioral concept of vision. Dr. Kraskin was a member of the PCO Class of 1950.

Marchon Eyewear Practice Management Award
A plaque and a monetary award are presented to the graduate who has demonstrated the most outstanding clinical and dispensing skills in practice management.

Wallace F. Molinari/Ocular Pharmacology Award
A monetary award to the graduate who has displayed excellent scholastic achievement in ocular pharmacology, as well as submitted a paper suitable for publication in the Academy of Optometry Journal on some aspect of ocular pharmacology.

Noir Low Vision Award
Awarded to two graduates who have demonstrated excellence in low vision in the graduate program and the Feinbloom Vision Rehabilitation Center.
Philadelphia County Optometric Society Award
Awarded to the graduate who authors the best essay on the most unusual vision referral as a direct result of a vision screening.

Dr. Sidney H. Solofsky Memorial Award
Awarded to the graduate in good academic standing from Pennsylvania who submits the most scholarly paper discussing the importance of involvement in optometric organizations and associations. Dr. Solofsky was a member of the Class of 1955.

Dr. H. C. Verma Memorial Award
A monetary award is offered to the graduate who has demonstrated a commitment to above average community service while maintaining a high standard of academic performance during his or her four years at the College.

Vistakon Award of Excellence
A plaque and a monetary award are presented to the graduate who has maintained good academic standing, and demonstrated excellence in clinical contact lens patient care, as well as a commitment to serve the needs of patients.
GEORGE S. OSBORNE COLLEGE OF AUDIOLOGY

Victor Hugo Bray, Jr., PhD, Dean

Originally established in 2000 as the PCO School of Audiology, the Osborne College of Audiology was re-named in memory of the school's founding dean in 2008, when the Pennsylvania College of Optometry (PCO) earned university status and Salus University, along with its four colleges, was established.

MISSION

The mission of the Osborne College of Audiology (OCA) is to educate future audiologists, practicing audiologists, and other hearing healthcare providers for licensure in the prevention, diagnosis, treatment, and management of hearing and balance disorders. Programs within OCA provide education, conduct research, deliver patient care, and promote community services utilizing local, national, and international platforms.

DEGREE PROGRAMS

Doctor of Audiology (AuD) Residential Program

The Doctor of Audiology (AuD) degree is awarded to all students who successfully complete the four-year professional curriculum. The maximum number of years permitted to complete this degree is seven.

Doctor of Audiology (AuD) Degree Bridge Program

The Doctor of Audiology (AuD) degree is awarded to international and U.S. practitioners who enter the program with a master's degree (or equivalent) in audiology, have three years clinical experience, and can successfully complete the professional curriculum. The maximum number of years permitted to complete this degree is seven.

CERTIFICATE PROGRAMS

Advanced Studies certificate programs are post-graduate, intensive-training courses supporting scope-of-practice specialization. Additional programs may be added in academic year 2014-2015. Current programs offered:

- Advanced Studies in Cochlear Implants
- Advanced Studies in Tinnitus and Hyperacusis
- Advanced Studies in Vestibular Disorders and Sciences
ADMISSIONS

Criteria

The University actively seeks applicants from every state in the nation, Canada, and other foreign countries. The Admissions Committee has established an admissions policy to select the applicants who are best qualified to serve the public and the profession in the years to come.

In selecting students to be admitted, many factors are considered, including the applicant’s academic performance, motivation, extracurricular activities and interests, related and unrelated work experience, personal achievements, essays and letters of evaluation. When evaluating academic performance, the applicant’s grade point average, performance in prerequisite and recommended courses, number of college credits completed, degree status and GRE (Graduate Record Exam) scores are considered. When evaluating other areas of performance, demonstration of the applicant’s command of the English language, both written and oral, will be considered.

Individuals successfully meeting the above criteria are invited to visit the University campus for an interview, which provides further insight into the applicant’s character and motivation. The candidate will also meet with a member of the Office of Admissions to discuss his or her application. The visit affords the individual an opportunity to tour the campus and meet with Osborne College of Audiology faculty and students. Information regarding financial aid will also be provided.

The University uses a “rolling admissions” process. Student applications are reviewed beginning September 1. Interviews are scheduled and initiated starting July 1. Candidates meeting the requirements are then admitted on a weekly basis until the class capacity is reached. It can therefore be to the applicant’s advantage to apply early for consideration for admission.

Applicants with less than a 2.8 grade point average should consult the Office of Admissions prior to applying. An applicant must have completed a minimum of 90 semester hours or 135 quarter hours of credit from an accredited undergraduate college or university. Prerequisite credits completed ten or more years prior to the anticipated entrance date will be reviewed for approval on an individual basis. These credits must include the listed prerequisite courses (found on the following page) completed with a 2.0 (C) or better. An applicant need not have completed all prerequisites prior to filing an application but must be able to complete all outstanding prerequisites prior to enrolling.
Required Prerequisite Courses

- English Composition or Literature – 1 year
- Mathematics – 1 year (Calculus highly recommended; 1/2 year of Calculus fulfills Mathematics requirement)
- Statistics (Mathematics, Biology, or Psychology preferred) – 1/2 year
- Basic Sciences (e.g., Biology, Chemistry, Physics) – 1 year
- Physics or Hearing Science – 1/2 year
- Social Sciences – 1 year

Recommended Prerequisite Courses

- Hearing Science and Introduction to Audiology
- Anatomy, Physiology and/or Neurobiology
- Physics, Chemistry, and Biology
- Pre-calculus (to include logarithms)
- Psychology and/or Counseling

For further information, contact the Office of Admissions at 800.824.6262 or admissions@salus.edu.

Admissions Procedures

Applicants are encouraged to visit the University to discuss the admissions process and become familiar with the curriculum and facilities. To arrange such a visit, contact the Office of Admissions at 800.824.6262.

An application should be filed by the fall, one year prior to the year of desired enrollment. Applications received on or before April 15 of the desired enrollment year are given priority consideration.

To be considered for admission to the Salus University George S. Osborne College of Audiology:

- Submit a properly completed application (including unofficial transcripts) to the Office of Admissions, accompanied by a non-refundable check or money order in the amount of $50. Economically disadvantaged students should contact the Office of Admissions regarding an application fee waiver.
• Submit official transcripts from all colleges (undergraduate, graduate, professional) attended. Partial transcripts should be submitted if courses are still in progress. Official transcripts must be submitted directly to the Salus University Admissions Office from each institution, not to the student. A transcript marked "issued to student" is not acceptable, even when delivered in a sealed envelope.

• Arrange for three letters of evaluation to be submitted on your behalf. Two letters must be written by faculty members from undergraduate courses and one must come from a practicing audiologist. Letters must be submitted on official letterhead directly to the Office of Admissions from the evaluator.

• Have the results of the Graduate Record Exam (GRE) forwarded to the Office of Admissions. Test results should not be more than two years old.

All credentials submitted on behalf of an applicant become a part of that applicant's file with the University and cannot be returned.

International Students and Practitioners

Please provide the Office of Admissions with the following information:

A course-by-course credential review from an accredited agency, which evidences all post-secondary studies completed. Please consult the agency’s web site for requirements to complete the evaluation. An official evaluation must be sent from the agency directly to Salus University, Office of Admissions, 8360 Old York Road, Elkins Park, PA 19027. (These services are provided by various agencies including: World Education Services, PO Box 745, Old Chelsea Station, New York, NY 10113-0745; contacts: 212.966.6311 or www.wes.org.) Official results of a TOEFL (Test of English as a Foreign Language) examination. (www.toefl.org)

International practitioners should submit a letter of reference from a college or university department chairperson or supervisor, along with two references from former faculty.

Notification of Acceptance

An applicant may be notified of his or her acceptance as early as October 1 of the year preceding enrollment. Upon receipt of his/her acceptance into the program, an applicant is required to pay $1,000 to the University prior to the start of classes, payable as follows:

• Return the matriculation form within fourteen days of the date of the acceptance letter. A $500 deposit is due January 15; if accepted after January 15, the $500 deposit must accompany the matriculation form.
• Due April 15: the remaining balance of $500.

• All monies received above will be applied toward the first academic term fees.

The University’s refund policy can be found on page 13.

Matriculating students are required to show a record of immunizations as outlined on page 1.

FINANCIAL INFORMATION

A professional education carries variable costs that are dependent on a number of factors. In addition to tuition and fees, there are living expenses, books, equipment and incidental expenses to be considered.

Tuition 2014-2015
Doctor of Audiology Residential program: $31,030
(Note: Up to a $6,500 tuition reduction per year is available through the Dean’s Scholarships Program).

Fees
Activity fee: $330.00. Activity fees are charged at the beginning of the first semester

Laboratory fee: $60.00. Laboratory fees are charged each semester from fall of the first year through fall of the third year.

Technology fee: $120.00. Technology fees are charged every semester.

Background compliance fee: $150. Background fees are billed in the first semester of the first year and in the summer semester of subsequent years.

Commencement fee: $180.00. The commencement fee is billed in the first term of the year in which the student graduates.

Tuition and fees are due and payable two weeks prior to the start of each session. All fees shown here are subject to change.

The University’s refund policy can be found on page 14.

Books and Instruments
First-year Audiology students can expect to spend approximately $1,200 for their books and instruments. Required and recommended books may be purchased through the bookstore located on the University’s Elkins Park campus. In addition, it is necessary for Audiology students to purchase a number of instruments, which are available through the University’s bookstore.
Living Expenses
In planning for living expenses, students should consider room, board, transportation, medical, dental and personal expenses. The University provides a comprehensive health care program option. Second and third year students need to consider the costs relative to required off-campus clinical clerkships, which begin in the spring term of the second year and continue through the spring term of the third year. Clerkships are generally in the Philadelphia metropolitan statistical area and students are responsible for their own transportation to and from clerkship sites. Generally, the fourth-year externship is not in the Philadelphia region and students are responsible for their own relocation to the externship site community, daily transportation to and from the externship site, and housing during the externship experience.

Financial Assistance
The University uses a variety of financial aid programs to assist eligible students in meeting their demonstrated financial need. Financial assistance is generally available in the form of scholarships, grants, loans, campus employment, and budget plans. Due to governmental policy regarding the financing of health professional education, most available monies are in the form of loans. Students who wish to acquire additional information or make application for financial assistance are urged to contact the University’s Office of Financial Aid at 215.780.1330 or 800.824.6262. Additional information relating to student financial assistance, as well as a complete copy of the Student Financial Aid Handbook, is available on the University website: www.salus.edu.

Campus Employment
The University Employment Program and Federal College Work Study program allow students to earn money through part-time jobs to help meet their expenses. The current pay rate is $10.00 per hour and eligible students may work in a large variety of job situations. For more information or an application, please contact the Office of Financial Aid at 215.780.1330 or email mhill@salus.edu.
CURRICULUM

THE NINE LEARNING MODULES

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
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**MODULE 1: Molecular and Cellular Processes**

This module introduces the student to a variety of fundamental cellular mechanisms that govern cellular and tissue systems. The module is divided into several topics: introduction to cells, biochemistry, cells and tissues (histology, physiology), genetics, and cellular and body defense systems (immunology, pathology, pharmacology) with separate sequences in rhinolaryngology and microbiology. These sections include some limited examples of regulatory breakdown and clinical correlates. Microbiology is discussed so that audiology students are familiar with microbial agents as inducers of challenges to the basic body defense systems and an introduction to rhinolaryngology is included with specific discussions of the various infectious conditions associated with this system. Ultimately, the goal is to provide the student with sufficient understanding of normal cellular and tissue organization and function so as to facilitate recognition of abnormal tissue structure and function. This then provides a conceptual framework for diagnostic and therapeutic management of the patient.

*Module 1 includes the following first year course: Molecular and Cellular Processes.*
MODULE 2: Integrative Organ Systems and Disease

This module continues the integrated approach of anatomy, histology, physiology and pathology at the systemic level by looking at specific organ systems. The module will primarily emphasize the cardiovascular, respiratory, renal and endocrine systems. There will be a limited emphasis on the gastro-intestinal system and the integument systems. The module is designed to facilitate the later integration of normal function and pathological changes in specific organ systems with normal and abnormal conditions as they may impact the auditory and vestibular systems. This module includes an integrated approach of pharmacology at the systemic level by emphasizing the role of pharmacological agents in the management of systemic conditions, and their possible impact on the auditory and vestibular systems, especially that of ototoxic drugs. The presentation of normal and abnormal hearing and balance conditions will occur in the second year.

Module 2 includes the following first and second year courses: Integrated Organ Systems and Pharmacology.

MODULE 3: Integrative Auditory and Systemic Disease

The focus is the structural and functional aspects of the auditory system from the outer ear to the inner ear, including the temporal bone. The module presents the development, anatomy, histology, physiology and biochemistry of the auditory system, relating structure to function.

Module 3 includes the following first year course: Auditory Biology.

MODULE 4: Integrative Neuro-Auditory Sciences

Human anatomy of the head and neck forms the foundation for future courses. It emphasizes anatomical relationships which support clinical application, including an emphasis on auditory anatomy and related function. The peripheral nervous system, imaging, and the relationship of the head and neck to organ systems are important parts of the course. A case-based approach is used as much as possible to support the understanding of anatomy as it relates to function. Psychoacoustics course focuses on perceptual aspects of sound and acoustic representation in the auditory pathway.

Module 4 includes the following first year courses: Head and Neck Anatomy; Neurosciences; and Psychoacoustics.
MODULE 5: Audiometric Principles and Management of Hearing and Vestibular Problems

Includes basic and theoretical coursework in areas concerned with the diagnosis, evaluation and treatment of hearing and balance disorders. Module 5 topic areas are arranged to coincide with applicable clinical skills activities experienced in Module 6.

Module 5 includes the following first, second and third year courses: Acoustics and Acoustic Phonetics; Audiologic Rehabilitation and Psychosocial Aspects of Hearing Loss; Audiometric Principles 1 and 2; Auditory Electrodiagnostics 1 and 2; Auditory Implantable Devices; Auditory Processing Disorders; Cerumen Management; Clinical Application of Sign Language; Electrophysiological Evaluation of Auditory Processing Disorders; Geriatric Audiology; Hearing Conservation and Environmental Audiology; Hearing Instruments 1 and 2; Instrumentation and Calibration; Intraoperative Neurophysiologic Monitoring; Management of Tinnitus and Hyperacusis; Nontraditional Amplification; Pediatric Amplification and Intervention; Pediatric Assessment; Speech and Language Development and Disorders; Vestibular and Balance Evaluation 1 and 2; Vestibular Rehabilitation.

MODULE 6: Principles and Practice of Audiologic Medicine

Prepares audiology students with the skills, experiences and values necessary for responsible delivery of hearing health care. The clinical skills sequence includes didactic and laboratory instruction in diagnosis, evaluation and treatment of hearing and balance disorders. Students are exposed to the theoretical and basic aspects of audiology in Module 5 and practice the clinical aspects of these principles in Module 6. Students master the cognitive, motor, interpersonal and problem-solving skills necessary to prevent, diagnose, treat and manage patient problems within the scope of audiologic practice.

Clinical clerkships at the Pennsylvania Ear Institute on the Elkins Park campus (Professional Practice 1-5) and in Philadelphia area audiology clinics (Professional Practice 5-8) provide opportunities for students to further develop and apply their clinical skills. This includes active observation of audiologic practice on-and-off campus and assignments to community-based screening events.

Module 6 includes the following first, second and third year Clinical Skills courses: Audiometric Training 1 and 2; Auditory Electrodiagnostics Lab; Hearing Instruments Lab 1 and 2; Pediatric Assessment Lab; Professional Practice 1,2,3,4,5,6,7 and 8; Vestibular and Balance Lab.
MODULE 7: Integrative Approaches to Clinical Problem Solving

Begins the first year and presents case discussions, exercises, group discussions and computerized applications aimed at facilitating students as they reason their way through clinical problems. The first year program is critical in developing the skills necessary to make decisions based on the scientific literature, and the statistical validity and application of health data to the patient population (Evidence-Based Practice). The Clinical Problem Solving (CPS) sequence involves students in problem based learning exercises in a small-team format. Some Module 7 courses use simulated patient interactions with standardized patient scenarios.

Module 7 includes the following first, second and third year courses: Clinical Application of Sign language; Clinical Problem Solving (CPS) 1,2,3,4, and 5; Doctor/Patient Relationship; Evidence-Based Practice (EBP); and Introduction to Clinical Research.

MODULE 8: Clinical Externship

Clinical externship in the fourth year is the culmination of patient care preparation. Externships are available throughout North America and include audiology private practices, ENT private practices, hospitals including pediatric centers, rehabilitation facilities, educational settings and regional Veterans Administration Medical Centers.

Module 8 includes the following fourth year courses: Clinical Externship Summer Term; Clinical Externship Fall Term; Clinical Externship Winter Term and Clinical Externship Spring Term.

MODULE 9: Research and Electives (Optional)

Provides students with opportunities to pursue special areas of interest, including mentored research projects or humanitarian projects. Students may choose to take one or more of these electives.
SEQUENCE OF COURSES
While the sequence of modules and module content represent the most accurate information available at the time of printing, module content and/or sequencing and/or module credit units may change.

(Please note: The following courses all have the prefix OCA-AUD-xxxx-AA)

**FIRST YEAR**

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| **Spring Semester** |
| 7900-AA | Issues in Audiology                                     | 12        |           |              |                | 0.50    |
| 7200-AA | Integrated Organ Systems                                | 63        | 14        |              |                | 4.00    |
| *Transcript Note: Universal Precautions (2 lecture hours)* |
| 7401-AA | Neurosciences                                           | 25        | 14        |              |                | 2.00    |
| 7402-AA | Psychoacoustics                                          | 45        | 10        |              |                | 3.00    |
| 7531-AA | Audiometric Principles 2                                | 20        | 15        |              |                | 1.50    |
| 7731-AA | Clinical Problem Solving 2                              | 14        |           |              |                | 0.50    |
| 8631-AA | Clinical Skills: Audiometric Training 2                 | 14        | 17        |              |                | 1.50    |
| 8651-AA | Professional Practice 2                                  | 20        |           |              |                | 0.50    |
| **Sub-total** | | 179        | 70        | 14          | 25          | 13.50   |

**FIRST YEAR TOTALS**

| 409.5 | 126.5 | 28 | 50 | 29.00 |
## SECOND YEAR

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COURSE DESCRIPTIONS

OCA-AUD-7100-AA  Molecular and Cellular Processes
Integrates the fundamental anatomical, biochemical, histological and physiological processes of cells, beginning with stem cells. Proceeds through elements of normal and abnormal cellular processes using specific representation cells, ending with immunology and molecular biology.

OCA-AUD-7200-AA  Integrated Organ Systems
Continues the integrated approach of anatomy, histology, physiology and pathology at the systemic level by looking at the specific organ systems. Introduces the student to diagnostic laboratory testing. The presentation of the materials leads the student to an appreciation of how the disciplines interact in establishing a diagnosis and a management plan for the patient.

OCA-AUD-7201-AA  Pharmacology
Basic concepts and terminology of pharmacology will be explored, including pharmacokinetics, pharmacodynamics and ototoxic drugs. Medications that may contribute to or treat audiologic and vestibular diagnoses will be discussed. Legislation and regulatory issues related to drug clinical trials and the Food and Drug Administration (FDA) will be reviewed.

OCA-AUD-7300-AA  Auditory Biology
Anatomy and physiology of the auditory system, including an overview of the etiology of hearing impairment and its prevention and treatment.

OCA-AUD-7400-AA  Head and Neck Anatomy
The study of structures is used to discuss functional human gross anatomy of the head and neck. This course emphasizes anatomical relationships that support clinical application, including imaging and the relationship of the head and neck to organ systems.

OCA-AUD-7401-AA  Neurosciences
The first part of the course deals with the structure and function of the nervous system. This is applied to the understanding of neuropathology later in the course. The course forms the foundation for understanding the impact of neurological disease on the auditory system.

OCA-AUD-7402-AA  Psychoacoustics
Physical and psychological attributes related to sound in normal hearing and impaired ears. Classical psychophysical methods discussed, with an emphasis on their application to audiological testing.

OCA-AUD-7500-AA  Acoustics and Acoustic Phonetics
The principles of sound and its measurement. Information on the acoustic parameters of sound and perception of speech.
OCA-AUD-7501-AA  Cerumen Management
In-depth anatomy and physiology of the external auditory meatus and tympanic membrane. Instruments, equipment and techniques used for effective removal of cerumen and prevention and treatment of complications that may arise in specific populations. Related professional topics such as infection control, reimbursement, and professional liability.

OCA-AUD-7502-AA  Instrumentation and Calibration
This course focuses on the technology and instrumentation used in the assessment of auditory and balance functions, as well as the verification of hearing instrument performance. The many types of transducers used with screening and diagnostic instrumentation are described. The technology and procedures to properly perform instrument calibration to standards promulgated by the American National Standards Institute (ANSI) are covered along with those defined by the manufacturer. Also covered in this course are basic equipment setup and troubleshooting, basic electricity and electronics concepts, and the design and characteristics of audiometric test enclosures.

OCA-AUD-7503-AA  Speech and Language Development and Disorders
Normal speech and language development will be addressed with speech-language disorders commonly found in children with hearing loss. The collaborative roles of the audiologist and the speech-language pathologist in the evaluation and treatment of speech-language disorders are overviewed.

OCA-AUD-7504-AA  Pediatric Assessment
Issues related to pediatric hearing loss including development of the auditory system, genetic aspects of hearing loss and diagnostic test protocols.

OCA-AUD-7505-AA  Auditory Processing Disorders
Diagnosis, evaluation and treatment of auditory processing disorders. Emphasis is placed on auditory neuroanatomy, neurophysiology and neuroplasticity. Students will obtain experience in administering and interpreting auditory processing tests and developing management plans.

OCA-AUD-7506-AA  Nontraditional Amplification
Technology such as extended-wear devices, FM devices, infrared listening devices, loop systems, and methods to interface with telecommunications will be presented. Surgical alternatives to hearing aids and cochlear implants will be discussed, including bone-anchored hearing aids and active middle ear implants. Criteria for patient candidacy and fitting protocols will be addressed. Students will gain hands-on experience with the assistive technology for children and adults with hearing loss.

OCA-AUD-7507-AA  Auditory Implantable Devices
Covers a variety of auditory prosthetic devices with emphasis on cochlear implant technology. History, pediatric and adult candidacy, signal processing strategies and fitting protocols will be explored in detail.
OCA-AUD-7508-AA  Pediatric Amplification and Intervention
This course will help prepare students to address the unique audiological needs of children with hearing impairment. The focus of the course is the support of children with hearing impairment and their families—from diagnosis through intervention, including amplification, assistive listening devices, supporting development and transitioning into educational programs.

OCA-AUD-7509-AA  Clinical Application of Sign Communication
Introduction to Deaf Culture and American Sign Language (ASL), with emphasis on signs most useful to audiologists working clinically. This course is taught in a “voice-off” environment conducive to learning for students with differing previous experience.

OCA-AUD-7510-AA  Vestibular Rehabilitation
Identification and administration of selected treatment options for a variety of vestibular disorders.

OCA-AUD-7511-AA  Electrophysiological Evaluation of Auditory Processing Disorders
Study of middle and late latency potentials used in diagnosing auditory processing disorders in children and adults. Tests include, but are not limited to, Biological Marker of Auditory Processing (BioMARK), Middle Latency Responses (MLR), Late Latency Responses (LLR), Event Related Potentials (P300) and speech-evoked event-related potentials.

OCA-AUD-7512-AA  Geriatric Audiology
Bio-psychosocial model of aging addresses the impact of aging on the auditory mechanism. Specific modifications that should be made when providing hearing and balance services to older adults will be emphasized.

OCA-AUD-7513-AA  Audiologic Rehabilitation and Psychosocial Aspects of Hearing Loss
Psychosocial aspects of hearing loss will be addressed. Outcome measurements used to assess the effectiveness of adult audiological rehabilitation programs will be addressed. Case study approach will be used to develop, implement and evaluate adult audiological rehabilitation programs.

OCA-AUD-7514-AA  Hearing Conservation and Environmental Audiology
Introduction to the basic principles of sound and its measurement, including Damage Risk Criteria and its application to noise-induced hearing loss will be addressed, as well as components of hearing conservation programs in a variety of settings and evaluation of their effectiveness in the prevention of hearing loss. On course completion, students will be eligible to obtain certification from the Council for Accreditation in Occupational Hearing Conservation (CAOHC).

OCA-AUD-7515-AA  Management of Tinnitus and Hyperacusis
Theories related to the etiologies of tinnitus and hyperacusis. Practices of the evaluation and treatment of tinnitus and hyperacusis, including sound therapies, counseling, and the potential for future pharmacological treatments.
Intraoperative Neurophysiologic Monitoring
Application of neurophysiological testing including somatosensory evoked potentials, motor evoked potentials, brainstem auditory evoked potentials, electromyography and electroencephalography used in the intraoperative setting.

Audiometric Principles 1
Evaluation of the auditory mechanisms from otoscopy thru theories of comprehensive audiometric testing leading up to sites-of-lesion.

This course is a continuation of the audiometric principles course sequence. Evaluation of the auditory mechanism including theory for site of lesion testing necessary to determine differential diagnosis of auditory pathologies.

Vestibular and Balance Evaluation 1
Anatomy and physiology of the vestibular mechanism, with emphasis on the disorders that can influence the balance system. Experience in determining which diagnostic tools may be appropriate for patients with balance disorders. Conduct and interpret the basic case history, bedside evaluations, and ENG/VNG test battery.

Vestibular and Balance Evaluation 2
Advanced diagnostic vestibular techniques and functional balance assessment with emphasis on rotational chair, evoked potentials, and computerized dynamic posturography. Integration and synthesis of various tests as well as case studies to further clinical knowledge.

Hearing Instruments 1
Theoretical and applied understanding of current technology in hearing aids. Electroacoustic analysis and programming of hearing instruments and verification of the performance of hearing instruments using objective and subjective measurements.

Hearing Instruments 2
The theoretical and clinical aspects of advanced signal processing schemes and verification procedures are taught. Focus is placed on advanced hearing aid and wireless technology including frequency lowering, connectivity options, and open fittings. The selection and fitting of amplification for special conditions (e.g., conductive and unilateral hearing loss) and special populations (e.g. pediatric and geriatric) will be reviewed.

Auditory Electrodiagnostics 1
An introduction to otoacoustic emissions (OAEs) and the early auditory evoked potentials (AEPs; e.g., cochlear potentials and auditory brainstem responses), including the applications of OAEs and early AEPs in current and future audiologic practice. The practical skills of OAE and early AEP recordings are taught in an accompanying laboratory course.
OCA-AUD-7561-AA  Auditory Electrodiagnostics 2
Further study of electrodiagnostic testing including, but not limited to, Auditory Steady-State Response (ASSR), Cochlear Hydrops Analysis Masking Procedure (CHAMP), Vestibular Evoked Myogenic Potential (VEMP) and suppression Otoacoustic Emissions (OAE).

OCA-AUD-7700-AA  Doctor/Patient Relationship
Issues related to the professional relationship between doctors of audiology and patients in the clinical practice of audiology, with emphasis on the development of a humanistic approach to patient care. Effective communication skills addressed, especially as related to case-history taking and counseling.

OCA-AUD-7701-AA  Evidence Based Practice (EBP)
Using a combination of onsite and online instruction, EBP tools are defined and strategies are explored as to the application of these tools in clinical decision making.

OCA-AUD-7702-AA  Introduction to Clinical Research
Introduction to research methods used in audiology. Overview of statistical analyses used in descriptive and experimental research. Students will attain the skills necessary to be consumers and producers of audiology research.

OCA-AUD-7730-AA  Clinical Problem Solving 1
First course in the five-course CPS series. Students build clinical reasoning skills through a problem-based learning approach and develop the ability to acquire, interpret, synthesize and record significant clinical decision making information to diagnose and treat hearing and balance disorders.

OCA-AUD-7731-AA  Clinical Problem Solving 2
Students continue to build clinical reasoning skills through a problem-based learning approach and increase the ability to acquire, interpret, synthesize and record significant clinical decision making information to diagnose and treat hearing and balance disorders.

OCA-AUD-7732-AA  Clinical Problem Solving 3
Students continue to build clinical reasoning skills through a case-based approach and increase the ability to acquire, interpret, synthesize and record significant clinical decision making information to diagnose and treat hearing and balance disorders.

OCA-AUD-7733-AA  Clinical Problem Solving 4
Students continue to build clinical reasoning skills through a case-based approach and increase the ability to acquire, interpret, synthesize and record significant clinical decision making information to diagnose and treat hearing and balance disorders.
OCA-AUD-7734-AA  Clinical Problem Solving 5
This final course in the CPS sequence focuses on advanced case studies with emphasis on integrative skills and the refinement of clinical decision making abilities. Activities include student development of a model CPS case using a team-based approach.

OCA-AUD-7900-AA  Issues in Audiology
Discussion of current issues in the profession of audiology including audiology scope of practice, audiology employment opportunities, state licensure requirements to practice audiology, and professional certification options for audiologists.

OCA-AUD-7901-AA  Audiology Grand Rounds
Utilizing an evidence-based approach, case presentations are made by students in a grand rounds format (presenting a particular patient’s medical problems, diagnostic testing results and treatment effects) to other audiology students and faculty incorporating various clinical practices and evaluation and treatment protocols.

OCA-AUD-7902-AA  Ethics in Audiologic Practice
Overview of policy documents related to student code of ethics and professional code of ethics as relates to clinical practice. Case presentations of ethical issues and dilemmas related to clinical practice and research in audiology.

OCA-AUD-7930-AA  Audiology Practice Management 1
Introduction to the basic principles in accounting, marketing, coding, billing and reimbursement for audiological services. Initial discussion related to staffing and human resources. Students will have the opportunity to develop an initial business plan for an assigned career path or career path of their choice.

OCA-AUD-7931-AA  Audiology Practice Management 2
Advanced principles in accounting, marketing, coding, billing and reimbursement for audiological services. Continued discussion related to staffing and human resources. Skill development in the area of developing and running a practice to ensure short and long term profitability. Varied traditional and non-traditional career paths will be explored. Students will have the opportunity to enhance and modify the initial business plan for an assigned career path or career path of their choice.

OCA-AUD-8601-AA  Clinical Skills: Pediatric Assessment Lab
Students receive hands-on experience in the assessment of hearing in the pediatric patient population including case history, otoscopy, immittance measures and behavioral assessment using visual reinforcement and conditioned play audiometric techniques. Course culminates in a credentialing exam to verify the student’s abilities.
OCA-AUD-8602-AA  Clinical Skills: Auditory Electrodiagnostics Training Lab
Supervised training in the recording and analysis of otoacoustic emissions (OAEs) and auditory brainstem responses (ABRs) to put into practice knowledge acquired in Module 5 didactic classes (Auditory Electrodiagnostics 1). The course culminates in a credentialing examination to verify the student’s abilities.

OCA-AUD-8630-AA  Clinical Skills: Audiometric Training 1
This course provides the opportunity for students to develop foundational audiometric clinical skills. Training labs may include the use of standardized and certified patients in order to provide students with an opportunity to develop the reliability of their test skills and independence in a non-clinical setting. These learning experiences culminate in a credentialing exam to verify competence in foundational clinical skills.

OCA-AUD-8631-AA  Clinical Skills: Audiometric Training 2
This course is a continuation of the clinical skills sequence in audiometric training combining lecture and lab formats. These learning experiences culminate in another credentialing exam to verify competence in foundational clinical skills.

OCA-AUD-8640-AA  Clinical Skills: Hearing Instruments Lab 1
Supervised training and practice to reinforce knowledge acquired in Module 5 didactic Hearing Instruments classes. Lab includes information and activities on the hearing aid evaluation and selection process; and hearing aid checks, repairs and modifications culminating in a credentialing examination to verify the student’s abilities.

OCA-AUD-8641-AA  Clinical Skills: Hearing Instruments Lab 2
Supervised training and practice to reinforce knowledge acquired in Module 5 didactic Hearing Instruments classes. Lab includes information and activities on hearing aid fitting, verification and validation techniques, as well as hearing aid adjustments using various hearing aid manufacturers, culminating in a credentialing examination to verify the student’s abilities.

OCA-AUD-8650-AA  Professional Practice 1
Audiologic clinical skills development through a combination of observation and participation in direct patient care performed at the Pennsylvania Ear Institute. Students will be expected to be active observers by interacting with the patient and engaging in problem-solving to assist in the formation of the diagnosis of hearing and balance problems.

OCA-AUD-8651-AA  Professional Practice 2
Audiologic clinical skills development through a combination of observation and participation in direct patient care performed at the Pennsylvania Ear Institute. Students are expected to continue to develop new clinical skills and integrate the information developed through didactic preparation.

OCA-AUD-8652-AA  Professional Practice 3
Direct patient care at the Pennsylvania Ear Institute with emphasis on refinement of skills in: case history taking, subjective and objective diagnostic tests and rehabilitation, including hearing aid.

Salus University 2014-2015 Catalog  Osborne College of Audiology
OCA-AUD-8653-AA  Professional Practice 4
Direct patient care at the Pennsylvania Ear Institute, with emphasis on refinement of skills in case history taking, subjective and objective diagnostic tests and rehabilitation, including hearing aid assessment and orientation and exposure to vestibular and balance testing.

OCA-AUD-8654-AA  Professional Practice 5
Co-managed patient care with preceptors at Pennsylvania Ear Institute and/or off-campus clerkship within commuting distance of the campus. Emphasis on refinement of skills in case history taking, subjective and objective diagnostic tests, and rehabilitation including hearing aid assessment and fitting. When the opportunity presents student will be exposed to vestibular and balance testing, which many include VNG/ENG, CDP and/or Rotary Chair depending on clinical site.

OCA-AUD-8655-AA  Professional Practice 6
Clerkship experience is expanded to off-campus regional locations to include experience in one of the following four environments: private practice, hospital, pediatric, or medical offices (ENT/otologist/neuro-otologist). Off campus rotations allow for student clinicians to experience a rich variety of patient types and scope of practice. Consideration of rotation site in an adjacent state will be considered on an individual student basis.

OCA-AUD-8656-AA  Professional Practice 7
Clerkship experience is expanded to off-campus regional locations to include experience in one of the following four environments: private practice, hospital, pediatric, or medical offices (ENT/otologist/neuro-otologist). Off campus rotations allow for student clinicians to experience a rich variety of patient types and scope of practice. Consideration of rotation site in an adjacent state will be considered on an individual student basis.

OCA-AUD-8657-AA  Professional Practice 8
Clerkship experience is expanded to off campus regional locations to include experience in one of the following four environments: private practice, hospital, pediatric, or medical offices (ENT/otologist/neuro-otologist). Off campus rotations allow for student clinicians to experience a rich variety of patient types and scope of practice. Consideration of rotation site in an adjacent state will be considered on an individual student basis.

OCA-AUD-8800-AA  Clinical Externship
Summer Term. Beginning of the full-time fourth year clinical externship. Opportunity for national site placement. Intent is to offer student clinician the means to focus full time on fine tuning clinic skills in a variety of settings and to focus on areas of interest as desired.

OCA-AUD-8801-AA  Clinical Externship
Fall Term. Continuation of the full-time fourth year clinical externship. Opportunity for national site placement. Intent is to offer student clinician the means to focus full time on fine tuning clinic skills in a variety of settings and to focus on areas of interest as desired.
OCA-AUD-8802-AA  Clinical Externship
Winter Term. Completion of the full-time fourth year clinical externship. Opportunity for national site placement. Intent is to offer student clinician the means to focus full time on fine tuning clinic skills in a variety of settings and to focus on areas of interest as desired.

OCA-AUD-8803-AA  Clinical Externship
Spring Term. Continuation Conclusion of the full-time fourth year clinical externship. Opportunity for national site placement. Intent is to offer student clinician the means to focus full time on fine tuning clinic skills in a variety of settings and to focus on areas of interest as desired.
DOCTOR OF AUDIOLOGY (AuD) DEGREE BRIDGE PROGRAM

The distance education bridge degree program is designed for mid-career audiologists who will bring the value of practical experience to their program of study. The program’s objective is to enhance each student’s breadth of knowledge in current trends and recent advances in hearing science, diagnostic and rehabilitative technologies and the profession of audiology.

With an emphasis on evidence-based practice in each area, our curriculum offers students the opportunity to advance their knowledge in the core areas of neurosciences, clinical sciences, rehabilitation sciences, public health and professional issues. The core philosophy of this curriculum is based on meeting the needs of practicing audiologists so that students can apply what they learn directly to their work/practice/research.

The distance education bridge degree program curriculum has more than 30 courses. Of these, the 28 web-based didactic courses are mandatory. Students then choose two of the multiple hands-on workshops to be offered either on-campus in Elkins Park, PA or arranged to coincide with various national and/or international Audiology conferences.

Our faculty bring a depth of knowledge and vision to their classes and are focused on the success of their students. They have been instrumental in the advancement of today’s profession of audiology and are committed to the education of tomorrow’s leaders.

All distance education didactic courses are offered online with a 24-hour help desk, and are accessible anywhere an internet connection is available.

ADMISSIONS

Criteria

The University actively seeks applicants from every state in the nation, Canada, and other foreign countries. The Admissions Committee has established an admissions policy to select the applicants who are best qualified to serve the public and the profession in the years to come.

Procedures

In order to be considered for admission into the Doctor of Audiology Distance Education Bridge program, applicants must submit the following to the Salus University Office of Admissions at admissions@salus.edu:

Note: Applications to this program are processed online.
• Official transcript of master’s degree or medical degree in Audiology, or an equivalent, to be sent directly from the degree granting institution to Salus University Office of Admissions.

• Demonstration of a minimum of three years clinical experience in audiology or one year clinical fellowship and two years clinical experience in audiology.

• Two letters of recommendation

• Personal Goal Statement

• The Admissions Committee requires applicants to take the ETS Praxis exam in Audiology (test code 0342- Audiology) as part of the admissions process. ETS Praxis Audiology results are not utilized as a criterion for admission into this program. An applicant’s results are utilized as a diagnostic tool in order to create an individualized program of study where needed. The deadline for taking the exam is the end of the first academic term of admission to the program of study. Applicants who have not taken the exam before submitting an application will need to notify the Admissions Committee of the date they are scheduled to take the ETS Praxis Audiology exam.

International Students

An international student whose degree was completed outside of the U.S. will be required to submit a document-by-document credential review from an accredited agency, which evidences all post-secondary studies completed. The credentials must be reviewed and the University advised by the end of the first quarter. Please consult the agency’s web site for requirements to complete the evaluation. An official evaluation must be sent from the agency directly to Salus University, Office of Admissions, 8360 Old York Road, Elkins Park, PA 19027. These services are provided by various agencies including: World Education Services, PO Box 745, Old Chelsea Station, New York, NY 10113-0745, Phone 212-966-6311, www.wes.org

An international student whose degree was completed outside of the US will be required to take the Test of English as Foreign Language (TOEFL). A minimum score of 61 (internet-based test) / 500 (paper-based test) is required for admission to this program. The deadline for taking the test is the end of the first quarter of admission into the program of study.
FINANCIAL INFORMATION

Tuition 2014-2015
Tuition for this program is $350 per semester credit, with a degree requirement of 45 semester credits. All six-week didactic courses are 1.5 academic credits. All four-day workshops are 1.5 academic credits. Students may register for up to two courses per session, or four courses per quarter. (Note: each academic quarter has two, six-week academic sessions.) Tuition payment is due quarterly, after registration is completed and before the start of classes.

Fees

Application fee is $100. Payment of this one time, non-refundable fee is due with the application to the program.

Technology fees are as follows:
Salus University technology fee: University technology fees are $120 per quarter. The University technology fee payment for each quarter is due after registration has been completed, and must be paid before the start of classes. (Note: the calendar year has four academic quarters and each quarter has two, six-week academic sessions. University technology fees for this program are paid four times per year.)

eCollege technology fee: a one time, non-refundable, eCollege technology fee of $2,000 applies. The eCollege technology fee payment is due on acceptance to the program and before classes start.

Commencement fee: The commencement fee is $180. This fee is payable in the first semester of the year in which the student graduates.

All fees and tuition costs shown here are subject to change. The University's refund policy can be found on page 14.

TECHNOLOGY REQUIREMENTS FOR ALL AUDIOLOGY DISTANCE EDUCATION PROGRAMS
Students in the Doctor of Audiology (AuD) degree bridge program or Advanced Studies certificate programs will access their classes at www.audonline.org, a password protected site developed and created by Salus University Osborne College of Audiology in conjunction with the site administering agency, Pearson eCollege Learning Studio. Additionally, all students will be expected to access their Salus University email accounts via the University website at www.salus.edu.
System requirements for Windows users:
Windows XP, Vista, or 7

28.8 kbps modem (56K recommended)

Soundcard & Speakers

Internet Explorer 8.0

System requirements for Mac OS users:

Mac OS X or higher (in classic mode)

28.8 kbps modem (56K recommended)

Soundcard & Speakers

Safari 4.0

AuDonline technical requirements:
See https://secure.ecollege.com/pco/index.learn?action=technical

AuDonline technology support is available 24 hours/day, seven days/week through Pearson eCollege via telephone, email or through the eCollege website. Students will be given this information upon acceptance into the program. The Salus University IT department will not be able to answer technical questions about the eCollege online learning platform.
Curriculum

International AuD Bridge Degree Program

(Please note: all course prefixes for this program are: OCA-AUB -xxxx-AA)

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<td>Auditory Evoked Potentials in Pediatric and Adult ABR</td>
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<td>7013-AA</td>
<td>Auditory Processing Disorders: Electrophysiological Assessment</td>
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<td>7000-AA</td>
<td>Auditory Neuropathy Spectrum Disorder (ANSD)</td>
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<tr>
<td>7001-AA</td>
<td>Cochlear Implants and other Implantable Devices</td>
<td>1</td>
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<tr>
<td>7102-AA</td>
<td>Advanced Auditory Biology 2: Vestibular and Balance System</td>
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<tr>
<td>7103-AA</td>
<td>Intraoperative Neurophysiologic Monitoring</td>
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<tr>
<td>7104-AA</td>
<td>Assessment and Rehabilitation of Vestibular and Balance System</td>
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<td>7105-AA</td>
<td>Tinnitus and Hyperacusis</td>
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<td>7113-AA</td>
<td>Green Audiology: Acoustics and Noise Measurement</td>
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<td>8101-AA</td>
<td>WORKSHOP: Vestibular and Balance Disorders: Assessment and Rehabilitation</td>
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<td>WORKSHOP: Hearing Conservation</td>
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<td>8104-AA</td>
<td>WORKSHOP: Cochlear Implants and other Implantable Devices</td>
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Total Semester Credits for International AuD Degree Bridge Program: 45

(*Term: F - Fall; W - Winter; Sp - Spring; Su - Summer)
**COURSE DESCRIPTIONS**

**OCA-AUB-7000-AA  Auditory Neuropathy Spectrum Disorder (ANSD)**
This course will discuss the fundamental principles involved in the diagnosis and management of auditory neuropathy spectrum disorder (ANSD) in the pediatric population.

**OCA-AUB-7001-AA  Cochlear Implants and Other Implantable Devices**
This course is designed to provide students with a clear understanding of the scientific principles and a review of advances in technology of cochlear implants (CI) and other implantable devices including the bone-anchored hearing aid (BAHA), active middle ear implants (AMEI) and auditory brainstem implant (ABI). This course will review history of cochlear implants, regulatory role of cochlear implants and other implantable devices and overview of components and function of these devices. Students will learn basics of electrical stimulation and signal processing strategies used in implantable devices, behavioral and objective assessment techniques, candidacy criteria and factors affecting outcomes, measurement tools for children and adults.

**OCA-AUB-7002-AA  Advanced Auditory Biology 1: Peripheral and Central Auditory Mechanisms**
This course provides a detailed description of the structure and function of the auditory system. The course covers basic mechanics and physiology of auditory detection and transduction at the level of the cochlea, as well as important aspects of central auditory processing.

**OCA-AUB-7003-AA  Computer Applications and Instrumentation in Audiology**
The initial part of this course introduces students to computers and the various intricate details on their operation. This will help the students obtain a better perspective on the application of computers in audiology. A brief review of the design and application of the core instruments in an audiology clinic (audiometer, admittance instruments, otoacoustic emissions analyzers, auditory evoked potential equipment and hearing aid/real ear analyzers) and the calibration of each will be covered.

**OCA-AUB-7004-AA  Sound Transmission into the Cochlea**
The course examines sound transmission in normal and abnormal ears. This includes sound transmission from the sound field to the entrance of the ear, transmission through the ear canal, conversion of the acoustic signal to mechanical vibrations at the eardrum, transmission of these vibrations through the middle ear to the cochlea and processing of these signals by the cochlea. The effect of hearing loss at each of these stages will be discussed. Concepts such as reflectance, admittance, group delay and resonance will be explained in terms relevant to audiology. After successful completion of this course, the student will have acquired a working knowledge of sound transmission from the sound field to the cochlea and the effects of hearing loss at each stage of the sound transmission path.
Evidence-based practice is the use of current best evidence in making decisions about individual patients. It involves formulating a question, searching for information, appraisal of the literature, implementation and subsequent audit. This course is designed to provide students with the knowledge of evidence-based audiology, its principles, and how it is used in everyday clinical decision making in Audiology.

Pediatric Audiology: Current Trends in Behavioral Assessment
This course reviews the fundamental principles in behavioral audiometric assessment of young children and patients with developmental delay/cognitive impairment. The cross-check principle, incorporating aspects of objective test measures with results of behavioral testing, will be used to help students develop clinical decision-making skills for pediatric patients with hearing loss. Clinical case examples will be provided as a tool to illustrate clinical practices. After successful completion of this course, the student should acquire a working knowledge that will facilitate the successful behavioral evaluation of hearing in children.

Genetics and Hearing Loss
Students will study the basic concepts of genetics and its relation to hearing loss. They also will learn about the hereditary syndromes and birth defects associated with hearing impairments. Additionally, they will gain knowledge about audiologic counseling and interpretation of genetic data.

Topics in Pediatric Amplification
This course is designed to provide students with an understanding of contemporary, evidence-based practice for the fitting of hearing aids for the pediatric population. After successful completion of this course, students should be able to use the skills/knowledge developed throughout this course to provide hearing aid services (entry-level competence) to children with hearing loss and their families.

Auditory Processing Disorders: Behavioral Issues
The general objective of this course is to provide students with an understanding of diagnostic procedures and management strategies for auditory processing disorders (APD). The emphasis will be on the neurobiological basis of APD, differential diagnosis, and management. After successful completion of this course, students should be able to use their skills and knowledge to develop auditory processing services to children and adults.

Early Hearing Detection in Infants (EHDI)
The course will address issues relating to risk factors for hearing loss, infant hearing screening protocols and construction of a program for Early Hearing Detection in Infants.
OCA-AUB-7011-AA  Otoacoustic Emissions
This course will discuss the fundamentals of Otoacoustic Emissions (OAEs) generation, recording and interpretation. The course will address the following specific topics: cochlear physiology, types of OAEs, OAE in clinical populations, recording techniques, interpretation, and inclusion in clinical protocols. Clinical cases will be provided to illustrate the role of OAE in hearing loss diagnosis. After successful completion of this course, the student should acquire a working knowledge to properly use and successfully interpret OAEs in clinical populations.

OCA-AUB-7013-AA  Auditory Evoked Potentials in Pediatric and Adult ABR
This course will focus on advances in the application of electrophysiological techniques in the measurement of auditory function. Recent advances in the assessment of hearing using auditory evoked responses across all age ranges and various evoked potential measures will be discussed. After successful completion of this course, students will have learned both basic and applied techniques in the measurement and interpretation of the neurophysiological and electrophysiological methods that are currently used to assess auditory function in adults and children.

OCA-AUB-7100-AA  Managing the Musician's Ear
This course will address the specific hearing loss prevention and intervention needs of musicians, as well as music consumers. Music as a desired signal balanced against injury risk will be vetted with respect to established tenets of hearing loss prevention programs.

OCA-AUB-7101-AA  Signals, Systems and Speech Perception
This course is designed to present the rehabilitative aspect of audiological care from a signals and systems perspective. It is intended to enrich the understanding of audiologists in the relevant principles of information theory, telecommunication, speech acoustics, speech perception theory and signals and systems engineering. It will illustrate how these principles operate routinely in the background of clinical treatment decisions for the mitigation of communication challenges that result from, or are worsened by, auditory pathologies.

OCA-AUB-7102-AA  Advanced Auditory Biology 2: Vestibular and Balance System
This course provides a detailed description of the structure and function of the vestibular system. The course will cover basic mechanics and physiology of angular and linear motion detection and transduction at the level of the peripheral vestibular system as well as important central vestibular pathways. The course will cover details of normal vestibular function as well as pathophysiology. The course will include consideration of the early development of the peripheral and central vestibular reflexes, as well as age related adaptation mechanisms. These concepts will be linked to issues relating to various vestibular pathologies. In general, the basic science concepts will be related to clinical issues in the evaluation of the vestibular system, as a way of providing insight into underlying deficiencies, and thus providing insight into improved diagnosis and treatment.
OCA-AUB-7103-AA  Intraoperative Neurophysiologic Monitoring
This course will review principles and application of brainstem evoked potentials, somatosensory evoked potentials, motor evoked potentials, electromyography and electroencephalography in intraoperative conditions.

OCA-AUB-7104-AA  Assessment and Rehabilitation of Vestibular and Balance System
The purpose of this course is to gain knowledge regarding vestibular and balance assessment techniques and treatment options for a variety of vestibular and balance disorders.

OCA-AUB-7105-AA  Tinnitus and Hyperacusis
This course will address tinnitus and hyperacusis, including psychological and physiological models, symptoms, diagnostic methods and treatment options. This course will facilitate the ability to offer tinnitus and hyperacusis management in a clinical practice.

OCA-AUD-7106-AA  Amplification 1: Signal Processing Strategies in Digital Hearing Aids
This course will discuss several signal processing strategies commonly used in modern hearing aids. The specific topics to be addressed include: compression/expansion, directionality, noise reduction, feedback cancellation, frequency translation, and wireless technology. Within each topic, students will learn the fundamental principles underlying the strategy, various approaches to obtaining a common objective, benefits and weaknesses of the technology, and methods for assessing efficacy and effectiveness. The course will involve lectures, problem-solving cases (with discussion), and literature review. After successful completion, students should feel comfortable in prescribing, fitting, evaluating and troubleshooting the signal processing strategies covered in this course.

OCA-AUB-7107-AA  Amplification 2: Assessment, Selection and Outcome Measures in Hearing Aid Fittings
This course will focus on all aspects of the selection and fitting of amplification. Candidacy, pre-fitting measures, real-ear measures, speech testing, and outcome measures will be addressed. Particular focus will be placed on matching patient characteristics and needs with appropriate technology. Best practice guidelines will be reviewed. After completion of this course, students should be able to identify patient specific characteristics that are critical in the fitting process, efficiently identify solutions, and conduct verification and outcome measures to ensure that maximal benefit is obtained by the patient.

OCA-AUB-7108-AA  Psychoacoustics and Audiological Correlates
This course will discuss behavioral measures of auditory function and how they may be affected by hearing impairments. It will address methodology, indices of spectral, temporal and binaural processing, and how these processes relate to the perception of complex stimuli. After successful completion of this course, the student should acquire a working knowledge of the supra-threshold auditory processes that impact hearing function in normal hearing listeners and those with hearing impairments.
OCA-AUB-7109-AA  Cognition, Speech Perception and Sensorineural Hearing Loss in Adults: Implications for Amplification
This course will examine the nature of how we understand speech, especially in complex, challenging listening environments. We will draw from the field of ecological acoustics and Gestalt psychology. We will look at the effects of sensori-neural hearing loss (SNHL) from the perspective of how it disrupts the normal organizational processes involved in speech understanding. In addition, we will examine the effects of normal aging on cognitive function, with an eye towards the combined effects of SNHL and cognitive changes. Hearing aid technologies will be reviewed within the context of how they can support normal cognitive organizational processes. Finally, the role of non-technology rehabilitation will be studied.

OCA-AUB-7110-AA  Auditory Rehabilitation
This course focuses on advances in audiologic rehabilitation as they relate to children and adults with hearing loss. We will explore the role of aural rehabilitation in audiologic practice and consider the effect that psychosocial and cultural factors have on the patients with whom we work. Current rehabilitation strategies and techniques used for children and adults will be discussed along with outcome measures that are available to help audiologists assess their patients’ success and function. Advances in hearing assistance technology will be reviewed and discussed with regard to incorporating such technology into audiologic practice.

OCA-AUB-7111-AA  School-Based Audiology
This course will discuss the unique aspects of audiology that apply to school-based audiology services. Topics include demographic and educational characteristics of children with hearing loss, management of hearing identification and hearing loss prevention programs, classroom listening and assessment beyond the sound booth, classroom acoustics, hearing assistive technology, current issues in deaf education, regulations and case law, IFSP/IEP/504 Plans, self-advocacy and transition from school to work, and school program management considerations. A problem-based learning approach will be used to illustrate issues and to develop potential solutions. After successful completion of this course, the student should acquire a working knowledge that will facilitate the successful implementation of a school-based audiology program.

OCA-AUB-7112-AA  Pharmacology and Ototoxicity
This course will provide a survey of the general principles of pharmacology and the application of these principles to patient care situations. Evidence-based practice is woven through the above areas where available and appropriate. This course will cover an introduction to pharmacology and receptors, pharmacokinetic and pharmacodynamics basic principles, processes of drug development and a description of governing bodies for pharmaceutical agents. The course will also include information on the mechanisms of action behind known/suspected ototoxic agents.
OCA-AUB-7113-AA  Green Audiology: Acoustics and Noise Measurement
This course will address the hazards of noise and risks from noise exposure on hearing in all age groups. Students will learn noise measurement techniques, screening programs to identify and prevent noise-induced hearing loss, noise abatement strategies in workplace as well as in various social spaces and regulatory requirements relating to occupational hearing loss.

OCA-AUB-8000-AA  WORKSHOP: Electrophysiology in Audiology
This four-day workshop will address the theoretical concepts of electrophysiological testing in audiology and provide training in the advanced assessment techniques to include otoacoustic emissions (OAE), middle latency response (MLR) and 40 Hz responses, late potentials including N1-P2, P300 and MMN, cognitive evoked potentials in speech and language disorders and electrocochleography (ECoG)

OCA-AUB-8001-AA  WORKSHOP: Auditory Processing Disorders (APD)
This four-day workshop will combine didactic and hands-on training on the foundations of neuroscience of auditory processing and auditory processing disorders (APD), auditory plasticity and relevance to auditory processing, digital dissection of central auditory nervous system (CANS), keys to assessment and practical implications in the management of children with APD.

OCA-AUB-8100-AA  WORKSHOP: Hearing Aid Technologies
This four-day workshop is designed to provide audiologists a didactic and hands-on experience in contemporary hearing aid techniques in the selection, verification and validation of hearing aid fitting as well as practical considerations relating to BAHA. Technological advances in hearing aids will be addressed with specific emphasis on evidence-based techniques.

OCA-AUB-8101-AA  WORKSHOP: Vestibular and Balance Disorders: Assessment and Rehabilitation
This four-day workshop is designed to provide audiologists a didactic and hands-on immersion experience in the assessment, diagnosis and management of all different types of vestibular and balance disorders

OCA-AUB-8102-AA  WORKSHOP: Diagnosis and Management of the External Ear
This four-day workshop will address the properties of sound transmission to the tympanic membrane and its relevance to hearing aid fitting, ear canal management techniques, medical issues relating to the outer ear canal and the audiologists’ role and scope of practice with respect to ear canal management. The course will culminate in a one-day hands-on workshop in cerumen management.

OCA-AUB-8103-AA  WORKSHOP: Hearing Conservation
This four-day workshop is designed to provide audiologists with practical tools and techniques to measure noise and review various hearing protection devices. Audiologists will be guided on best practices in hearing conservation and training will be provided towards becoming an Occupational Hearing Conservationist.
WORKSHOP: Cochlear Implants and Other Implantable Devices
This workshop is designed to enhance audiologists’ experience with lectures and hands-on training covering cochlear implants and other implantable devices.

ADVANCED STUDIES CERTIFICATE PROGRAMS
The Osborne College of Audiology provides multiple distance education programs specifically designed for working audiology professionals, who can choose from a variety of online programs designed to enhance their knowledge in professional skill areas. These courses also provide additional specialty experience for fourth year Doctor of Audiology degree students who may choose to participate, provided that the student submits a letter of support from their program director.

CERTIFICATE PROGRAMS FOR ACADEMIC YEAR 2014–2015

- Advanced Studies in Cochlear Implants
- Advanced Studies in Tinnitus and Hyperacusis
- Advanced Studies in Vestibular Sciences and Disorders

Additional Advanced Studies certificate programs are planned. Please email admissions@salus.edu, or check the University’s website for further information.

OVERVIEW
The Advanced Studies certificate programs are designed to expand the knowledge, improve the clinical skills, and promote general expertise in the delivery of audiology services. The courses of study will bring the professional up to date on the state of the science in diagnosis and treatment of specific auditory disorders.

Advanced Studies certificate programs consist of six to eight graduate-level courses that require nine to twelve months of study. To support international participation, course delivery is wholly online in an asynchronous mode. Students who successfully complete the program receive graduate-level certificates in Advanced Studies from Salus University Osborne College of Audiology.

This program is open to college degree holders (BS, MS, AuD, MD, PhD, etc.) of audiology or audiology-related professions in the United States and other countries. Courses are taught in English. The Advanced Studies certificate programs utilize the Pearson eCollege Learning Studio platform via the AuDonline.org portal to deliver web-based instruction to students.
ADMISSIONS
Application to all Audiology Advanced Studies certificate programs is completely online via the University’s website at:

http://www.salus.edu/audadvancedcerts.

ADMISSIONS CHECKLIST

Personal Goal Statement
Applicants will need to submit a brief (750 word maximum) goal statement, describing their professional background and their interest in the area of study and must address the following three questions within their response:

- Are you currently working in the area of study? If so, where, and in what capacity? If not, what is motivating you to pursue advanced studies in this area?
- What are your professional goals?
- How do you see this certificate program advancing your professional goals?

Personal References
Applicants must provide the names and email addresses of two people who are not related to the applicant and who will provide the University with a personal reference. The references should be from persons familiar with the applicant’s academic work, employment record, and personal character. Applicants should notify these persons in advance of providing their names and email addresses. The Office of Admissions will contact these individuals by email and provide instructions for the completion of the electronic personal reference form.

For AuD students in their externship year, an additional letter of support is required from the student’s program director in order to participate in this program of study simultaneously with the externship experience.

Transcripts
All applicants must arrange for official copy of transcript indicating confirmation of college or university degree in audiology or an audiology-related profession. This should be sent directly by those schools to: Salus University Office of Admissions, 8360 Old York Road, Elkins Park, PA 19027.

The certified copies of official academic record (transcript) from U.S. or non-French Canadian provinces should be mailed directly to Salus University Office of Admissions, not issued to the student. A transcript marked “Issue to Student” is not acceptable, even when delivered in a sealed envelope.
For applicants who obtained their college degree(s) outside of North America, a document-by-document credential review from an accredited agency, which evidences all post-secondary studies completed. Please consult the agency’s website for requirements to complete the evaluation. An official evaluation must be sent from the agency directly to: Salus University, Office of Admissions, 8360 Old York Road, Elkins Park, PA 19027. These services are provided by various agencies including: World Education Services, PO Box 745, Old Chelsea Station, New York, NY 10113-0745, Phone 212.966.6311, www.wes.org.

Applicants are advised to have copies of their transcripts available for assistance when completing the on-line application and resume.

National Test Scores
National testing is not a requirement for acceptance into these programs. If an applicant has taken a test such as the Graduate Record Examination (GRE) or the Educational Testing Service (ETS) Praxis exam in Audiology, the test results may be sent directly to Salus University. Test scores more than seven years old will not be reviewed.

Optional Information Form: This request for information is for the purpose of assuring equal opportunity for all persons and effectuating the purpose of the Fair Educational Opportunities Act. Applicants are not obligated to complete this form for admission.

FINANCIAL INFORMATION

Application Fee
An online, non-refundable fee of $100 is payable electronically online.

Tuition
The tuition fee is $500 per semester credit for each Advanced Studies certificate program. Semester credits are as follows: Cochlear Implant program: 10.0; Tinnitus and Hyperacusis program: 10.5 and Vestibular Sciences and Disorders program: 12.0 semester credits.

TECHNOLOGY

Technology Fee
There is a $120 technology fee per academic term. The program consists of six courses taught over three consecutive academic terms.

A one-time $500 eCollege technology fee applies for each program.
Technology requirements
Students in the Doctor of Audiology (AuD) degree bridge program or Advanced Studies certificate programs will access their classes at www.audonline.org, a password protected site developed and created by Salus University Osborne College of Audiology in conjunction with the site administering agency, Pearson eCollege Learning Studio. All students also will be expected to access their Salus University email accounts via the University website at www.salus.edu.

System requirements for Windows users:

- Windows XP, Vista, or 7
- 28.8 kbps modem (56K recommended)
- Soundcard & Speakers
- Internet Explorer 8.0

System requirements for Mac OS users:

- Mac OS X or higher (in classic mode)
- 28.8 kbps modem (56K recommended)
- Soundcard & Speakers
- Safari 4.0

AuDonline technical requirements:
See https://secure.ecollege.com/pco/index.learn?action=technical

AuDonline technology support is available 24 hours/day, seven days/week through Pearson eCollege via telephone, email or through the eCollege website. Students will be given this information upon acceptance into the program. The Salus University IT department will not be able to answer technical questions about the eCollege online learning platform.

Email Account
Students receive communications from within their course at their Salus University email address. Once a Salus email account is established, all communication for this program – with faculty, administration and the institution - will be through the student’s Salus email address only, and not through a personal email address.
ADVANCED STUDIES IN COCHLEAR IMPLANTS

CURRICULUM

CI 500  Neuroscience of Cochlear Implantation  1.50 credits
This course provides a detailed description of the function of the auditory system with special reference to aspects important to cochlear implantation. The course covers basic mechanics and physiology of auditory detection and transduction at the level of the cochlea, as well as important aspects in central auditory processing, giving emphasis to issues that are particularly relevant to electrical stimulation with cochlear implant systems. Includes detailed consideration of early development of the cochlea and central auditory pathways, as well as age related plasticity in the auditory brain, which will be linked to issues relating to cochlear implantation in children and in adults. Covers details about cochlear implant sound processing, cochlear electrode stimulation of neurons and other electrophysiological cochlear implant issues. Also reviews surgical procedures, and a range of medical considerations related to cochlear implant candidature (e.g. temporal bone malformations, multiple handicaps, genetic etiology etc.).

CI 510A  Behavioral Issues and Remediation  2.00 credits
Purpose of this course is to gain knowledge regarding the history of cochlear implants as well as candidacy criteria for the adult and pediatric populations. Learners will understand how to assess speech perception in adults and children with cochlear implants and to learn now to enhance performance with bilateral implantation, bimodal stimulation, and hearing assistance technology.

CI 520  Programming Cochlear Implants  1.50 credits
Course examines the fundamental principles involved in the programming of cochlear implants for children and adults and addresses specific topics: basic hardware of cochlear implant systems; terminology associated with cochlear implant programming; clinical procedures utilized in programming cochlear implants; troubleshooting common complaints/complications associated with cochlear implant use, etc. Clinical case examples provided as a tool to illustrate common clinical practices and procedures in cochlear implant programming. Student should acquire a working knowledge that will facilitate the successful management of cochlear implant programming in clinical settings.

CI 530  Objective Measures in Cochlear Implantation  1.50 credits
Discuss the range of objective measures which can be elicited in cochlear implant users. Addresses how these measures can be used to evaluate cochlear implant function/activity along auditory pathways in response to cochlear implant stimulation. In addition, the use of these measures to detect unwanted non-auditory responses to cochlear implant stimulation will be discussed. Students learn what equipment is necessary to obtain these measures and when to collect them. Current applications for these measures in both clinical and research settings discussed.
CI 540A  Aural (Re)habilitation for Cochlear Implant Recipients  2.00 credits
Focus on aural (re)habilitation for children and adults following cochlear implantation. Addresses auditory skill development and specific intervention strategies and techniques to maximize the auditory potential of pediatric and adult cochlear implant recipients. In addition, considerations to facilitate listening skills for special populations including the older implanted child, the multiply challenged child, and the bilingual child. Students given necessary knowledge and practical insight to engage families and educators to support cochlear implant recipients and to learn the essential components of the (re)habilitation process and current application in the clinical setting.

CI 550A  Psycho-social and Professional Issues in Cochlear Implant Candidacy & Selection  1.50 credits
Examines epidemiology of hearing loss and associated risk factors; social and cultural concerns of cochlear implants; selection and fitting of bilateral combinations of cochlear implants and hearing aids; issues related to the quality of life, cost/benefit issues provided by cochlear implants; government regulations overseeing the provision of cochlear implants; practice management issues as they affect the provision of cochlear implant services, specific to adults and children.
ADVANCED STUDIES IN TINNITUS AND HYPERACUSIS

CURRICULUM

TH 500 Neuroscience of Tinnitus and Hyperacusis  1.50 credits
Presentation of what is known of the representation of sound intensity in the normal auditory system and discusses possible causes and mechanisms of abnormal representations which can give rise to tinnitus and/or hyperacusis. The latest experimental data and models, reviewed in these lectures, are increasing our knowledge of the characteristics of this hyperactivity, how it develops, and where in the brain it is interpreted as phantom sound (tinnitus) or abnormally loud sound (hyperacusis).

TH 510 Assessment Techniques in Tinnitus and Hyperacusis  1.50 credits
Covers the range measurement techniques sensitive to tinnitus and hyperacusis, products used in clinical trials and appropriate tools used in measuring disability for compensation and benefits.

TH 520 Tinnitus and Hyperacusis: Rehabilitation and Management  2.00 credits
Covers the variety of approaches used to treat tinnitus and hyperacusis. The problems experienced by patients will be reviewed and include philosophical considerations related to counseling approaches. The Cognitive Behavior Therapy approach proposed by Jane Henry and Peter Wilson will be reviewed. University of Iowa Tinnitus Activities Treatment procedure (focus on the primary effects of thoughts and emotions, hearing, sleep and concentration), will be discussed. Students will learn a wide range of sound therapies, including strategies for hearing aids. There will be a review of the evidence of effectiveness.

TH 530 Professional Issues:
Setting Up a Tinnitus and Hyperacusis Clinic  2.00 credits
Reviews important steps in establishing and operating an audiology clinic for the delivery of services-specifically to patients with tinnitus and hyperacusis. Topics include critical role of the audiologist in assessment and management of children and adults with bothersome tinnitus and/or hyperacusis; guidelines for referral of patients to other health care professions; equipment and protocols used in diagnostic assessment of tinnitus; primary and specialized options for intervention; clinical operational topics such as scheduling, billing, and coding clinical services. Clinical case examples provided as a tool to illustrate clinical practices and procedures commonly utilized with patients with chief complaint of tinnitus and/or hyperacusis. After successful completion of this course, the student should acquire a working knowledge that will facilitate the successful operation of a tinnitus/hyperacusis clinic.
**TH 540 Tinnitus and Hyperacusis: Controversies, Pitfalls and Prospects for Progress**  
2.00 credits

Identifies a number of important issues and controversies in tinnitus and hyperacusis research. Students given an unbiased and critical look at: latest methodologies used in tinnitus/hyperacusis research; often competing ideas for the neural substrates of tinnitus/hyperacusis; prospects for effective therapies and even cures.

**TH 550 Public Health and Medical Issues in the Management of Tinnitus and Hyperacusis**  
1.50 credits

Reviews public health issues in tinnitus and hyperacusis including cross-cultural differences in prevalence, racial and ethnic distribution of tinnitus and hyperacusis, the impact of tinnitus and hyperacusis on quality of life, preventive measures, and changing demographics over time within society. A portion of the course deals with the important topic of medical issues in the management of tinnitus, such as primary care physician awareness and knowledge of tinnitus, diagnostic procedures and management options available to otolaryngologists, evidence-based medical therapies for tinnitus and hyperacusis, drugs associated with the onset or increased perception of tinnitus, and diseases for which hyperacusis may be a symptom. The course includes guest lectures by an otolaryngologist and an audiologist with specialization in public health issues.
ADVANCED STUDIES IN VESTIBULAR SCIENCES AND DISORDERS

CURRICULUM

VS 500 Anatomy and Physiology of the Vestibular System 1.5 Credits
This course is designed to introduce the students to the basic terminology, structure, and function of the vestibular system. Students will learn the physics of the vestibular labyrinth, the eyes and eye muscles, and how the vestibular organs interact with the visual and oculomotor systems of the brain, with the cerebellum, with the spinal cord, and with the cerebral cortex. The course will also introduce concepts of how we stabilize gaze and posture, move around in a coordinated fashion, and perceive self-motion. Vestibular disorders and clinical test procedures will be mentioned when relevant.

VS 510 Pathologies of the Vestibular System 1.5 Credits
The course will provide a brief review of the functional physiology of the vestibular system and will focus on the pathophysiology of the peripheral and central vestibular system. Various disorders will be discussed such as endolymphatic hydrops (Meniere’s syndrome), benign positional vertigo and its variants; labyrinthitis; vestibular neuritis; migraine; vascular disorders; metabolic disorders; tumors of the internal auditory canal; cerebellopontine angle and brainstem and psychological manifestations of vestibular disorders.

Each pathology will be discussed in terms of: 1) pathophysiology; 2) clinical features; 3) diagnosis and 4) management for each disorder or pathology. Vestibular disorders will be classified in terms of location (e.g. peripheral vs. central vestibular disorders) or by pathophysiology (e.g. vascular, neurologic, multisensory etc). Emphasis will be on the clinical presentation of the pathology and what findings we would expect using various diagnostic procedures. Case examples will be provided as an illustrative tool. The participant who successfully completes this course will acquire a clinical knowledge of clinical symptoms or pathologies giving rise to vestibular abnormalities.

VS 520 Basic Vestibular Diagnosis 1.5 Credits
This course is designed to introduce the students to the core components in a basic evaluation of the vestibular system. Students will learn how to obtain a diagnostically-driven case history and apply when evaluating test results. Students will learn how to administer and interpret common bedside/office evaluations of the vestibular ocular reflex (VOR) and vestibular spinal reflexes (VSR). Students will understand theoretical considerations in ocular motility, positioning, positional, and caloric stimulation of the peripheral vestibular system. Students will learn to interpret results of VNG/ENG accurately and report on findings in a meaningful manner.
VS 530 Advanced Vestibular Diagnosis 1.5 Credits
This course will present the principles involved in advanced vestibular testing in adults with complaints of dizziness, vertigo, or imbalance. We will cover tests of angular head acceleration (rotary chair, vestibular autorotation – VAT, head impulse tests – HIT and Omniax Epley Chair evaluation of bilateral or multi-canal BPPV) and tests of head translation or standing postural control (cervical and ocular vestibular evoked myogenic potentials – cVEMPs & oVEMPs, and Computerized Dynamic Posturography – CDP). We will conclude with a review of the often overlooked interaction between psychological factors and dizziness, and review methods to detect when chronic subjective dizziness may be a co-factor in discerning the cause of obscure patient complaints. Clinical case examples will be provided as a tool to illustrate clinical practices and procedures commonly utilized in advanced vestibular testing. After successful completion of this course, the student should have acquired a working knowledge of advanced vestibular testing and a critical understanding of the informational yield each may provide.

VS 540 Pediatric Vestibular Assessment and Treatment 2.0 Credits
This course is designed to introduce the students to pediatric vestibular dysfunction and assessment. Students will learn how vestibular dysfunction presents in children as well as which diagnoses are most common. Students will learn how to obtain a thorough case history. Students will learn how to modify, administer, and interpret common bedside and diagnostic evaluations of the vestibular system. This course will discuss appropriate referrals and rehabilitation methods for children with vestibular dysfunction.

VS 550 Vestibular and Balance Rehabilitation and Therapy 1.5 Credits
The program will introduce the principals and basic techniques of Vestibular and Balance Rehabilitation Therapy (VBRT). The primary emphasis of the course will be to develop the skills necessary to assist in the development and execution of a treatment program for the dizzy patient. A review of the pathophysiology and normal compensation process of vestibular disorders will be discussed and how symptomotology and test results will influence VBRT. The course will assume prior knowledge of the anatomy and physiology of the vestibular system and a familiarity with assessment techniques in the diagnosis of vestibular disorders such as VNG, platform posturography, rotary chair, electrocochleography, VEMP, passive and active head rotation etc.

VS 560 Case Studies and Clinical Problems and Solutions in Vestibular Pathology 1.5 Credits
This course will present case studies representing five different subtypes of vestibulopathy that typify conditions encountered in adults who complaint of dizziness, vertigo, or imbalance. We will cover prototypical cases, highlighting the core clinical indicators for each condition. We will also show variations patient presentations, test results and outcomes. Finally we will highlight the difference between a syndrome and a disease, and how these distinctions help establish a prognosis.
VS 570 Professional Issues in Vestibular and Balance Disorders

1.5 Credits

This course will look at the professional aspects of providing vestibular and balance evaluations and treatment. Discussion will include how balance fits into the general healthcare needs of the future. Reimbursement, evaluation models, ethical views, patient populations and possible treatment views will be presented and discussed. Case study material incorporating skills from previous courses in the series will serve to illustrate the practical outcomes at various skill levels for the professional practice.

DISTANCE EDUCATION TECHNOLOGY REQUIREMENTS

Students in the Doctor of Audiology (AuD) degree bridge program or an Advanced Studies certificate program will access their classes at www.audonline.org, a password protected site developed and created by Salus University Osborne College of Audiology in conjunction with the site administering agency, Pearson eCollege Learning Studio. Additionally, all students will be expected to access their Salus University email accounts via the University website at www.salus.edu.

System requirements for Windows users:

Windows XP, Vista, or 7
28.8 kbps modem (56K recommended)
Soundcard & Speakers
Internet Explorer 8.0

System requirements for Mac OS users:

Mac OS X or higher (in classic mode)
28.8 kbps modem (56K recommended)
Soundcard & Speakers
Safari 4.0

AuDonline technical requirements:
See https://secure.ecollege.com/pco/index.learn?action=technical

AuDonline technology support is available 24 hours/day, seven days/week through Pearson eCollege via telephone, email or through the eCollege website. Students will be given this information upon acceptance into the program. The Salus University IT department will not be able to answer technical questions about the eCollege online learning platform.
**Email Account**

Students receive communications from within their course at their Salus University email address. Once a Salus email account is established, *all* communication - with faculty, administration, and the institution - for this program will be through the student’s Salus email address only, and not through a personal email address.
SCHOLARSHIPS AND GRANTS
The University offers audiology students a number of grants and scholarships each year that provide incentive for learning and research. These awards are monetary gifts and do not require repayment.

All scholarships are based on academic performance and financial need, unless otherwise indicated below. Unless otherwise noted, application for the following audiology scholarships should be made through the University Institutional Financial Aid Office.

Doctor of Audiology (AuD) Dean’s Scholarship
Awarded on the basis of academic record to first year AuD students in the residential program. The scholarships are valued at up to $5,000 per year and are renewable for up to four years.

George S. Osborne Memorial Scholarship
Established in 2001 by the first Audiology distance education graduates to honor the founding dean of the PCO School of Audiology -now named the George S. Osborne College of Audiology in his memory. This scholarship is awarded annually to worthy students enrolled in the residential Doctor of Audiology (AuD) program.

Anita Pikus, AuD, Student Excellence Scholarship
Established by the Audiology Foundation of America (AFA), this scholarship is awarded annually to a third year residential audiology student who has demonstrated the highest level of clinical acumen within their peer group, has a high academic rating and has demonstrated a commitment to professional organizations.

Audiology Foundation of America AuD Student Excellence Scholarship
Established by the Audiology Foundation of America (AFA), this scholarship is awarded annually to the third year residential audiology student who has demonstrated the highest level of clinical acumen within their peer group, has a high academic rating, and has a demonstrated commitment to professional organizations.

COMMENCEMENT AWARDS
Salus University students are offered a number of awards at graduation that honor their academic and clinical achievements.

Audiology Alumni Association Award
Awarded to the residential Audiology graduate attaining the highest academic average during four years of professional study.

SAA George S. Osborne Service Award
Awarded by the Student Academy of Audiology (SAA) to a residential Audiology graduate in memory of the extraordinary vision and passionate service of Dr. George S. Osborne to the profession of Audiology.
COLLEGE OF HEALTH SCIENCES

DEGREE PROGRAMS

Physician Assistant Program

Master of Medical Science (MMS)

Physician Assistant Program Mission

The mission of the Salus University Physician Assistant program is to graduate collaborative clinicians who will serve the health care needs of a worldwide community with intelligence, compassion, and integrity.

Public Health Programs

Master of Public Health (MPH)

Certificate Programs:
  Health Policy
  Humanitarian Health Care

Public Health Program Mission

Salus University Public Health programs are dedicated to providing learning opportunities to a diverse group of students, faculty and practitioners in the fields of health and human services, leading to the discovery and application of new knowledge, and ultimately to protecting health and enhancing life around the world.
PHYSICIAN ASSISTANT PROGRAM

Richard C. Vause, Jr., DHSc, MPAS, PA-C, Director

ADMISSIONS

A general candidate must have completed a bachelor's degree from an accredited undergraduate college or university with a minimum cumulative undergraduate GPA of 3.0 on a 4.0 scale. Applicants with less than a 3.0 GPA should consult the Office of Admissions prior to applying.

Salus University and the University's Physician Assistant program have partnered with Brigham Young University in Rexburg, Idaho and with Western New England University in Springfield, Massachusetts, to develop 3+2 Physician Assistant degree programs. Accordingly, the following requirements will apply to students entering through these programs:

Applicants accepted into the Brigham Young University Idaho 3+2 Affiliation Program must complete 90 semester hours of credit prior to enrollment and meet all other prerequisites as outlined in the program agreement.

Applicants accepted into the Western New England University 3+2 Affiliation Program must complete 101 semester hours of credit prior to enrollment and meet all other pre-requisites as outlined in the program agreement.

For all applicants, undergraduate credits must include the completion of prerequisite courses listed here with a grade of “C” or better.

Prerequisite Courses
Prerequisite courses completed ten or more years prior to the anticipated entrance date to the physician assistant program will be reviewed for approval on an individual basis.

Four semester credits* in each of the following courses:

- Anatomy and Physiology I (or Anatomy) with laboratory
- Anatomy and Physiology II (or Physiology) with laboratory
- Chemistry I with laboratory
- Chemistry II (or Organic Chemistry) with laboratory
- Biology I with laboratory
- Biology II (or Genetics or Microbiology) with laboratory

(*three semester credit courses that include laboratory sessions may be reviewed on an individual basis)
Three semester credits in each of the following courses:

- Introduction to Psychology or General Psychology
- Mathematics or Statistics
- English Composition

To better prepare students for the basic and clinical science courses in the program, the University encourages – but does not require – courses in organic chemistry, genetics, microbiology, developmental psychology, abnormal psychology, statistics, immunology, cell biology, and/or biochemistry.

**Advanced Placement or Transfer Credit**
The Physician Assistant program does not award advanced placement or transfer credit.

Entering students may not receive advanced placement credit or transfer credit for any clinical rotations or preceptorships. The Physician Assistant program does not award credit for experiential learning.

**Technical Standards**
For students admitted to the program, the technical standards for admission set forth by the Physician Assistant program establish the essential qualities considered necessary to achieve the knowledge, skills and levels of competency stipulated for graduation by the faculty and expected of the professional program by its accrediting agency, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

All students admitted to the program are expected to demonstrate the attributes and meet the expectations listed below. These technical standards are required for admission and also must be maintained throughout a student’s progress through the Physician Assistant program. During training, in the event that a student is unable to fulfill these technical standards—with or without reasonable accommodations—the student may be asked to leave the program.

- **Observation**
  Students must be able to observe demonstrations, exercises and patients accurately at a distance and close at hand, and note non-verbal as well as verbal signals.

- **Communication**
  Students should be able to speak intelligibly; hear sufficiently; elicit and transmit patient information in oral and written English to members of the health care team; describe changes in mood, activity and posture, and communicate effectively and sensitively with patients. Students must possess demonstrated reading skills at a level sufficient to accomplish
curricular requirements and provide clinical care for patients. Students must be capable of completing appropriate medical records and documents and plans according to protocol in a thorough and timely manner.

- **Sensory and Motor Coordination and Function**
  Students must possess motor skills sufficient to directly perform palpation, percussion, auscultation and other basic diagnostic procedures. They must be able to execute motor movements reasonably required to provide basic medical care, such as airway management, placement of catheters, suturing, phlebotomy, application of sufficient pressure to control bleeding, simple obstetrical maneuvers, etc. Such actions require coordination of gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

- **Intellectual-Conceptual, Integrative and Quantitative Abilities**
  Problem solving, the critical skill demanded of Physician Assistants, requires that students have the ability to measure, calculate, reason, analyze and synthesize. Students must be able to independently access and interpret medical histories or files; identify significant findings from history, physical examination, and laboratory data; provide a reasoned explanation for likely diagnoses and prescribed medications and therapy, and recall and retain information in an efficient and timely manner. The ability to incorporate new information from peers, teachers and the medical literature in formulating diagnoses and plans is essential. Good judgment in patient assessment, as well as diagnostic and therapeutic planning, is essential.

- **Behavioral and Social Attributes**
  Students must possess the ability to use their intellectual capacity, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis under potentially stressful and/or emergency circumstances. They must also be able to develop empathic, sensitive and effective relationships with patients. They must be able to adapt to changing environments and to learn in the face of the uncertainties inherent in the practice of medicine. Compassion, integrity, ethical standards, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and educational process. The students must be able to use supervision appropriately and act independently when indicated.

Candidates accepted for admission to the Physician Assistant program will be required to verify that they understand and meet these technical standards. Admission decisions are made on the assumption that each candidate can meet the technical standards without consideration of disability.
Letters of admission will be offered contingent on either a signed statement from
the applicant that she/he can meet the program’s technical standards without
accommodation, or a signed statement from the applicant that she/he believes
she/he can meet the technical standards if reasonable accommodation is
provided.

The University reserves the right of final determination for applicants requesting
accommodations to meet the program’s technical standards. This includes a
review of whether the accommodations requested are reasonable, taking into
account whether the accommodation would jeopardize patient safety, or the
educational process of the student or the institution, including all coursework and
internships deemed essential to graduation.

The Center for Personal and Professional Development and the Physician
Assistant program will jointly determine what accommodations are suitable or
possible in terms of reasonable accommodation, and will render the person
capable of performing all essential functions established by the program.

Technology Requirements
The Physician Assistant Program requires all students to have laptop computers
and iPads that meet certain technical standards and service requirements. To
this end, the University orders specific laptops and iPads for all students and they
are distributed to students during Orientation Week. (This technology
requirement is reflected in the financial aid package.)

These devices are to ensure each student’s ability to access required
educational websites/ databases/ software/ebooks during the didactic and clinical
years. For example, students will utilize these devices to access the ebooks
currently in use by the PA program in place of bound textbooks. They will also
need laptops to access evidence-based websites for Clinical Problem Solving
courses in the didactic year, and Blackboard for taking examinations and
accessing course materials during the didactic and clinical year. Students will
need iPads loaded with specific applications so they may enter patient encounter
data; this data is then "synched" to the laptop computer and reported to the
program.

Application Process
Applications to the ARC-PA accredited Salus University Physician Assistant
program will be accepted through Central Application Service for Physician
Assistants (CASPA).

Application Procedures
Submit a properly completed application to Central Application Service for
Physician Assistants (CASPA) at www.caspaonline.org.
International Students may need to provide the Office of Admissions with the following information:

- A course-by-course credential review from an accredited agency, which evidences all post-secondary studies completed. Please consult the agency’s web site for requirements to complete the evaluation. An official evaluation must be sent from the agency directly to: Salus University, Office of Admissions, 8360 Old York Road, Elkins Park, PA 19027. These services are provided by various agencies including: World Education Services, PO Box 745, Old Chelsea Station, New York, NY 10113-0745. (phone: 212.966.6311; www.wes.org).

- Official result of a Test of English as a Foreign Language (TOEFL) examination. International students, who have taken English coursework or received a bachelor’s degree or higher from an accredited United States college or university, do not have to take the TOEFL.

- All credentials submitted on behalf of an applicant become part of that applicant’s record with the University and cannot be returned.

Admissions Checklist and Requirements

- Submit a properly completed application to CASPA. (www.caspaonline.org)

- Submit official transcripts from all colleges and universities attended (or currently attending) directly to CASPA.

- Complete bachelor's degree and admissions prerequisites prior to enrollment. If accepted into the Brigham Young University-Idaho 3+2 Affiliation Program, at least 90 semester hours of credit, including prerequisites, must be completed prior to enrollment. If accepted into Western New England University 3+2 Affiliation Program, at least 101 semester hours of credit, including prerequisites, must be completed prior to enrollment.

- Three letters of recommendation are required; one must be from a Physician Assistant. Arrange for the required letters of recommendation to be sent to CASPA.

- Acquire a minimum of 200 hours of direct patient care experience within a health care related field (may be volunteer and/or employment).

- While not a requirement, it is highly recommended that applicants acquire as many hours as possible shadowing practicing physician assistants in order to be familiar with the role of the physician assistant as a member of the health care team. Applicants who have acquired significant PA shadowing hours will be given priority consideration.
• The Graduate Record Exam (GRE) is not required. However, if you have taken the exam, you are welcome to submit your scores. Please note, the GRE must have been taken within three years prior to the start date of the entering class to which you seek admission. Official exam scores may be sent to the University’s Office of Admissions (Salus University GRE code: 2645).

• Official results of the TOEFL iBT (Internet Based Testing) (www.toefl.org) examination are required of applicants for whom English is a second language. The minimum required score for the iBT is 94. Required minimum scores are: 26 for the speaking section; 24 for the writing section; 22 for the listening section; 22 for the reading section. Please note: the TOEFL must be taken within two years prior to the start date of the entering class to which you seek admission. Official scores from the IELTS (www.ielts.org) exam will be accepted in substitution for the TOEFL (minimum score requirements comparable to the TOEFL).

• Immunization requirements for health care providers are required to have been completed by the time classes begin. (CDC immunization recommendations for health care providers).

• All Physician Assistant students must provide proof of health insurance or enroll in the University Health Plan.

• Determine that you are able to meet the program’s technical standards.

Interview Process
Individuals successfully meeting the above criteria may receive an invitation to visit our campus for an interview, which provides further insight into the applicant’s characteristics and motivation. Applicants also have the opportunity to meet with an Admissions staff member to discuss his or her application, tour our campus and meet with students. Information regarding financial aid will also be provided.

Notification of Acceptance
An applicant may be notified of his or her acceptance as early as September. Upon receipt of acceptance, an applicant is required to pay a $1,000 matriculation fee to the University prior to the start of classes, payable as follows:

• Return the matriculation form and an initial $500 deposit within 14 days of the date of the acceptance letter.

• The balance of $500 for the matriculation fee is due April 15.

• All monies received above will be applied toward first term fees.
FINANCIAL INFORMATION

The cost of a professional education varies, depending on many factors. In addition to tuition and fees, there are living and travel expenses, books, equipment and incidental expenses to be considered. For travel to clinical sites and other program requirements, a reliable automobile is required for the length of the program.

A variety of financial assistance is available to students, such as student loans, scholarships, grants and work opportunities. Students interested in acquiring additional information or making application for financial assistance are urged to contact the University Office of Financial Aid at 215.780.1330 or 800.824.6262. Additional information relating to student financial assistance as well as a complete copy of the student financial handbook are available on the University’s website (www.salus.edu).

Tuition 2014 – 2015
Tuition is $32,130 per year.

Fees
Activity fee (per academic year) is $395. Activity fees are charged at the beginning of the first semester.

Laboratory fee (per academic year) is $60. Laboratory fees are charged each semester of the first year.

Technology fee (per academic year) is $120. Technology fees are charged every semester.

Computer fee of $2,277 is charged in the first semester of the first year only. This fee includes a laptop and an iPad, both of which are required.

Background compliance fee: $150. Background check fees are billed in the first semester of the first year and in the summer semester of subsequent years.

The commencement fee is $180 and is billed in the first term of the year in which the student graduates.

Tuition and fees are due and payable two weeks prior to the start of each session.

Additionally, all Physician Assistant students must provide proof of health insurance.

The University’s refund policy can be found on page 14.
Books and Equipment
First-year Physician Assistant students can expect to pay approximately $2,700 for their books and instruments. Required ebooks for the entire length of the program are purchased through the University Bookstore on the Elkins Park campus and will cost approximately $1,600, depending on the texts to be used for that cohort of students. In addition, it is necessary for physician assistant students to possess a number of instruments that are available at the University Bookstore at an approximate cost of $850 to $1,200.

Living Expenses
In planning for living expenses, students should consider room, board, transportation, medical, dental and personal expenses. Health care insurance is a requirement of all students while involved in the PA program. The University provides a comprehensive health care program option. Students need to consider the costs relative to required clinical rotations, during which time they may be outside of the Philadelphia area. Students must provide their own transportation and housing during these assignments.

Financial Assistance
The University utilizes a variety of financial aid programs to assist eligible students in meeting their demonstrated financial need. Financial assistance is generally available in the form of scholarships, grants, state and Commonwealth support, loans, campus employment and budget plans. Due to governmental policy regarding the financing of health professional education, most available monies are in the form of loans.

Campus Employment
The University Employment Program and the Federal College Work Study Program allow students to earn money through part-time jobs to help meet their expenses. The current pay rate is $10.00 per hour and eligible students may work in a large variety of job situations located throughout the University, with the exception of the PA program itself.
## SEQUENCE OF COURSES

### FIRST YEAR

*(All courses numbers have the prefix CHS-PAS (-XXXX-AA)*

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>CPS Hours</th>
<th>Clinic Hours</th>
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# SECOND YEAR

*(All courses numbers have the prefix CHS-PAS (-XXXX-AA)*

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**SECOND YEAR TOTALS**

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### THIRD YEAR

*(All courses numbers have the prefix **CHS-PAS (-XXXX-AA)**)*

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**CORE PROGRAM TOTALS**

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The credit unit is equal to one semester hour.

**Rotation Descriptions**

- **CHS-PAS-6200-AA** Emergency Medicine
- **CHS-PAS-6201-AA** General Surgery
- **CHS-PAS-6202-AA** Internal Medicine
- **CHS-PAS-6203-AA** Prenatal Care/Women's Health
- **CHS-PAS-6204-AA** Pediatrics
- **CHS-PAS-6205-AA** Geriatrics
- **CHS-PAS-6203-AA** Elective Rotation 1
- **CHS-PAS-6231-AA** Elective Rotation 2
- **CHS-PAS-6240-AA** Family Medicine/Primary Care 1
- **CHS-PAS-6241-AA** Family Medicine/Primary Care 2
COURSE DESCRIPTIONS

The Physician Assistant in the Healthcare System| Lecture | 1.50 credits
CHS-PAS-5000-AA  (First year, fall semester)
The goal of this course is to give students a foundation of practical knowledge about the health system and the PA profession. It begins by orienting students to the basic components of the US healthcare system. Issues and questions are presented and will be discussed in relation to their impact on citizens as well as the practicing physician assistant. Topics will include the historical underpinnings of healthcare policy, the healthcare system, hospitals, ambulatory care, quality assurance and risk management in clinical practice, education, personnel, financing, insurance, managed care, mental health, long term care, public health, and other contemporary health care issues. Learners will be expected to evaluate, present and debate pertinent issues presented in the course lectures and readings. The influence of cultural issues on healthcare policy will be discussed. The relationship between socioeconomic issues and healthcare will also be explored. The role of the PA physician assistant (PA) in the context of the modern U.S. health care system will be discussed. The history and evolution of the PA profession in U.S. medicine will be presented. Examined are the status, trends, and characteristics of PA healthcare providers, their education, regulation, practice patterns, external relations, and professional organizations. Issues related to PA health workforce policy are presented, along with aspects of PA salary and reimbursement and the legal and economic aspects of PA practice.

Gross Anatomy | Lecture and Lab | 3.00 credits
CHS-PAS-5001-AA  (First year, fall semester)
Provides Physician Assistant students with an extensive background in gross human anatomy through lecture, laboratory and independent learning exercises. Presentations include discussions of the embryologic basis for common clinical findings. Course has a clinical emphasis. Lectures and labs emphasize anatomy and anatomic relationships significant to common clinical medicine topics and surgical procedures.

Medical Microbiology | Lecture | .50 credit
CHS-PAS-5002-AA  (First year, fall semester)
Provides an overview of microbiology as it pertains to the practice of clinical medicine. Includes instruction focused on pathogenic categories including: bacteria; rickettsia; mycobacteria; viruses; fungi; and parasites.

Behavioral Science | Lecture | 1.50 credits
CHS-PAS-5003-AA  (First year, spring semester)
Covers the normal and abnormal psychological development of pediatric, adult and geriatric patients. Uses lectures and readings to develop the knowledge, skills, and attitudes necessary for the understanding of, communication with, and counseling of patients and their families in the following areas: health promotion and disease prevention; eating disorders; substance abuse; human sexuality; response to illness, injury, and stress; principles of violence identification and
prevention (child, spouse, elder); genetic inheritance of disease; geriatrics; end of life issues. Case studies are presented to enhance student learning.

**Pediatrics | Lecture | 1.00 credit**
**CHS-PAS-5004-AA** *(Second year, summer term)*
Introduction to the most common health problems affecting the pediatric patient, from the newborn period through adolescence. Lectures focus on health promotion, disease prevention and screening, pathology identification and management, and patient education and counseling for the pediatric patient and his/her family.

**Surgery | Lecture | 1.00 credit**
**CHS-PAS-5005-AA** *(Second Year, Summer Term)*
Designed to prepare the student for the General Surgery rotation. General surgical concepts needed for the Physician Assistant to function in major surgical areas as well as primary care settings are presented. The course emphasizes surgical techniques and procedures, as well as asepsis, minor procedures, and anesthesia.

**Management & Administration of Health Care Systems| Lecture| 1.00 credit**
**CHS-PAS-5006-AA** *(First year, fall semester)*
Students will be introduced to the day-to-day operation of a family practice / primary care office and what role the provider in this setting plays in patient care. To further prepare them for their “pre-clinical” experience, students will be given an overview of documentation, billing, coding, reimbursement, quality assurance, risk management and other practice-based essentials. Topics covered will include safety precautions, HIPPA and OSHA guidelines and blood borne pathogens. Students will be introduced to PAST™ – Physician Assistant Student Tracking System, patient-encounter tracking software that is loaded onto their iPad so they can begin to collect patient information (gender, age, ICD-9 and CPT codes, etc.).

**Physiology and Pathophysiology 1 | Lecture | 2.00 credits**
**CHS-PAS-5030-AA** *(First year, fall semester)*
Provides a foundation for the study of diseases in the Clinical Medicine courses and begins with basic science modules in cellular physiology, biochemistry, pathology, and immunology. Students learn about organ systems with presentations emphasizing normal physiology of each system, followed by the pathophysiology of diseases important to that system. For each system, lecturers discuss normal function, cellular changes and pathological changes, including inflammatory aspects, infectious conditions and any neoplastic presentations where appropriate. In addition, an understanding of the mechanisms that underlie disease processes and diagnostic tests is also be included.
Physiology and Pathophysiology 2 | Lecture | 2.00 credits
CHS-PAS-5031-AA  
*(First year, spring semester)*

Lectures proceed through organ systems, with presentations emphasizing normal physiology of that system, followed by the pathophysiology of diseases important to that organ system. For each system, lecturers discuss normal function, cellular changes and pathological changes, including inflammatory aspects, infectious conditions, and any neoplastic presentations where appropriate. Genetic mechanisms in health and disease are integrated into each system where applicable, and an understanding of the mechanisms that underlie disease processes and diagnostic tests is also included, providing a foundation for the study of diseases in the Clinical Medicine courses. Clinical cases are utilized; areas of study include: cardiovascular system; respiratory system; renal and urinary systems; gastrointestinal system; dermatology and endocrinology.

Physiology and Pathophysiology 3 | Lecture | 1.50 credits
CHS-PAS-5032-AA  
*(Second year, summer term)*

Lectures proceed through organ systems with presentations emphasizing normal physiology of that system followed by the pathophysiology of diseases important to that organ system. For each system, lecturers will discuss normal function, cellular changes, and pathological changes, including inflammatory aspects, infectious conditions and any neoplastic presentations where appropriate. Genetic mechanisms in health and disease will be integrated into each system where applicable, and an understanding of the mechanisms that underlie disease processes and diagnostic tests is also included. This provides a foundation for the study of diseases in the Clinical Medicine courses. Clinical cases are utilized; areas of study include: neurology; rheumatology; orthopedics; women’s health; geriatric medicine.

Pharmacology and Clinical Therapeutics 1 | Lecture | 1.50 credits
CHS-PAS-5040-AA  
*(First year, fall semester)*

First of three courses in Pharmacology and Clinical Therapeutics. Introduces students to the general principles of pharmacology and the application of these principles to patient care situations. Students learn the principles of pharmacokinetics and pharmacodynamics, pharmacogenetics, dosage forms and dose-response relationships. Classes of pharmaceuticals will be studied, with a focus on the mechanisms of drug action in different therapeutic classes, drug side effects and drug-drug interactions, the interaction of drugs with the disease state under treatment, polypharmacy, and reputable sources of information about drugs. The classes of pharmaceuticals will parallel the body system being studied in Clinical Medicine 1.

Pharmacology and Clinical Therapeutics 2 | Lecture | 2.00 credits
CHS-PAS-5041-AA  
*(First year, spring semester)*

Second of a three-course series, teaches the principles of pharmacology and how to apply these principles to patient care situations. Focus is on mechanisms of drug action in different therapeutic classes, drug side effects and drug-drug interactions, the interaction of drugs with the disease state under treatment, polypharmacy, and reputable sources of information about drugs. The classes of pharmaceuticals will parallel the body system being studied in Clinical Medicine 2.
Pharmacology and Clinical Therapeutics 3 | Lecture | 2.00 credits
CHS-PAS-5042-AA  
(Second year, summer term)
Final course in a three-course series. Continues to teach the principles of pharmacology and how to apply these principles to patient care situations. Focus is on mechanisms of drug action in different therapeutic classes, drug side effects and drug-drug interactions, the interaction of drugs with the disease state under treatment, polypharmacy, and reputable sources of information about drugs. The classes of pharmaceuticals will parallel the body system being studied in Clinical Medicine 3.

Clinical Problem Solving 1 | Lecture, Lab | 3.50 credits
CHS-PAS-5050-AA  
(First year, spring semester)
The focus of this course will be to synthesize and practice the theoretical and practical aspects of critical thinking involved in the process of clinical problem solving. Through the application of self-discovery and through integration of clinical reasoning utilizing all knowledge and skills already obtained, students will continue to solve problems that are frequently encountered in the day-to-day practice of medicine. In large and small group settings, a problem-based learning (PBL) format will be used to accomplish this goal. This class will apply the knowledge, skills, and attitudes learned across the curriculum to individual patient cases. Throughout the year, the cases presented will relate to the organ system being studied in the Physiology and Pathophysiology, Clinical Medicine, and Pharmacology and Clinical Therapeutics courses.

Beginning in CPS 1, students will be involved in weekly “pre-clinical” experiences. The experiences will have a primary care focus, but will also expose the students to specialty practice and other ancillary services of medicine. Students will initially observe and slowly, according to their skills and with preceptor supervision, sequentially increase their independence, applying the knowledge, skills, and professional attributes they are learning in the classroom. This will be their introduction to practice-based medicine and a precursor to their clinical year and clinical practice.

Clinical Problem Solving 2 | Lecture, Lab | 1.50 credits
CHS-PAS-5051-AA  
(Second year, summer term)
Utilizing the same problem-based learning format as CPS 2, students will develop patient case scenarios based on assigned clinical medicine topics. In a small group format, the students will perform a history and physical on one another, utilizing concepts learned in Clinical Medicine, Clinical Assessment 1, Clinical Assessment 2, and Behavioral Science 1 to formulate a differential diagnosis and final diagnosis. The second part of the course will be a research paper on a specific clinical question regarding the disease state encountered in the first part of the course. Students will use an evidence based medicine approach to determining the most appropriate clinical intervention based on the most recent and valid scientific data.

Students will continue to have weekly pre-clinical experiences throughout CPS 2. The experiences will continue to have a primary care focus but will also expose the students to specialty practice and other ancillary services in medicine.
Physical Diagnosis 1 | Lecture, Lab | 2.50 credits  
CHS-PAS-5060-AA  (First year, fall semester)  
First of two-course series designed to prepare the student for obtaining a complete medical history and performing a complete physical examination on any patient, with special sensitivity to gender, age and cultural background. Students progress body-system by body-system during this semester. Lectures, DVDs and live demonstrations will be used. Normal, variations and common abnormal physical exam findings are introduced. Emphasis placed on the understanding of the relationship of major signs and symptoms to their physiologic or pathophysiologic origins across the ages.

The laboratory portion of the course allows students to work in pairs, alternating roles as patient or Physician Assistant provider, to develop the history taking and examination skills discussed in lecture. Students also work in small groups with faculty members to further develop these skills. Documentation of findings will be emphasized.

Physical Diagnosis 2 | Lecture, Lab | 1.00 credit  
CHS-PAS-5061-AA  (First year, spring semester)  
Utilizes the competencies acquired in learning the complete adult interview and physical examination in PA560 as a base upon which to build competencies in performing the focused medical history and physical examination. Also designed to continue to develop the student’s interview and physical examination skills pertinent to special populations, including: Obstetrics; Geriatrics; Patients with disabilities; Adolescents; and LGBT. Course format will include lectures, small group practice, seminars, the use of OSCEs (Objective Structured Clinical Examination) and labs.

Emergency Medicine | Lecture | 1.00 credit  
CHS-PAS-5100-AA  (Second year, summer term)  
Approach to the diagnosis and management of common emergency conditions for primary care physician assistants. Topics include multiple trauma, chest trauma, abdominal trauma, shock, and cardiac emergencies.

Evidence-Based Practice | Lecture | 1.00 credit  
CHS-PAS-5101-AA  (First year, fall semester)  
Review of basic statistics precedes statistical application to evidence-based theory, as it pertains to epidemiology, public health, and the practice of clinical medicine. Provides an introduction in accessing computer based medically oriented information and evidence-based medicine databases. Course emphasizes use of up-to-date evidence-based literature to validate and improve the practice of clinical medicine now and as a lifelong learner. Students learn to identify, review and critique published literature relevant to their clinical setting. Specifically, students will learn to use medical literature as a tool for clinical decision-making. This course prepares students for the emphasis placed on EBP in Clinical Medicine, Clinical Problem Solving.
Integrative Medicine | Lecture | 1.00 credit  
CHS-PAS-5102-AA  (First year, fall semester)  
Integrative medicine is the term used for the incorporation of complementary and alternative therapies (CAM) into mainstream medical practice. CAM is defined by The National Institutes of Health National’s Center for Complementary and Alternative Medicine as “a group of diverse medical and health care systems, practices, and products that are not generally considered part of conventional medicine.” There is some high quality evidence of safety and effectiveness of CAM. This course is designed to introduce the student to the various therapies associated with complementary and alternative medicine as well as to give evidence as to their safety and effectiveness. This will be accomplished with a combination of the Complementary and Alternative Medicine Online Continuing Education Series and lectures by the faculty.

Clinical Medicine 1 | Lecture | 2.50 credits  
CHS-PAS-5130-AA  (First year, fall semester)  
First of three Clinical Medicine courses. Using an organ systems approach, this course presents the diagnosis and management of the most common clinical conditions seen by primary care providers for specific organ systems. The course builds on lectures in normal physiology and pathophysiology in Physiology and Pathophysiology I, and precedes an in-depth discussion of treatment modalities in Pharmacology and Clinical Therapeutics I. Areas of study include: Hematology; Hematology-Oncology, Infectious Diseases, Dermatology, HEENT; and Immunology

Clinical Medicine 2 | Lecture | 4.00 credits  
CHS-PAS-5131-AA  (First year, spring semester)  
Second of three Clinical Medicine courses. Uses an organ systems approach and presents the diagnosis and management of the most common clinical conditions seen by primary care providers for specific organ systems. The course builds on lectures in normal physiology and pathophysiology in Physiology and Pathophysiology II, and precedes an in-depth discussion of treatment modalities in Pharmacology and Clinical Therapeutics II. Areas of study include: Dermatology; Endocrinology; Cardiology; Pulmonology, Gastroenterology

Clinical Medicine 3 | Lecture | 2.50 credits  
CHS-PAS-5132-AA  (Second year, summer term)  
Final of three courses. Presents the diagnosis and management of the most common clinical conditions seen by primary care providers for specific organ systems and geriatric patients. The course builds on lectures in normal physiology and pathophysiology in Physiology and Pathophysiology III and precedes an in-depth discussion of treatment modalities in Pharmacology and Clinical Therapeutics III. The Advanced Clinical Skills II course this semester gives students a hands-on opportunity to learn and practice diagnostic and treatment skills/ modalities specific to these organ systems and patients. Areas of study include Neurology; Rheumatology; Orthopedics; Geriatrics, Nephrology and Urology.
Advanced Clinical Skills 1 | Lecture, Lab | 2.50 credits
CHS-PAS-5140-AA  (First year, spring semester)
First of a two-course series and is the laboratory component of the Clinical Medicine 1, 2 and 3 courses. Through lectures, case discussion, demonstrations and practice sessions, students learn to use a variety of the diagnostic and treatment modalities used in primary care offices or performed via referral. This semester, these clinical skills include the instruction in, use of, or practice in procedures in the areas of Cardiology; Pulmonology; Nephrology/Urology and Gastroenterology.

Advanced Clinical Skills 2 | Lecture, Lab | 1.00 credit
CHS-PAS-5141-AA  (Second year, summer term)
Second of a two-course series teaching advanced clinical skills as the laboratory component of the Clinical Medicine 1, 2 and 3 courses. Through lectures, case discussion, demonstrations and practice sessions, students learn to use a variety of the diagnostic and treatment modalities used in primary care offices or performed via referral. These clinical skills include the instruction in, use of, or practice in procedures in the areas of: Men’s and Women’s Health, orthopedics/rheumatology, geriatrics and neurology. Students become skilled in the surgery-related techniques of suturing, preparing a sterile surgical field, gloving and gowned and other surgery suite procedures. Splinting and casting procedures are taught. Students also become certified in Advanced Cardiac Life Support (ACLS).

Clinical Rotations | Clinic hours | 4.50 credits
In association with the Clinical Coordinator, each student will choose two rotations from a list of elective rotations (i.e., primary care, nephrology, interventional radiology, etc.) and be placed according to availability. No student will be required to acquire his/her own clinical rotation site. If a student has a particular clinical rotation site he/she wishes to develop, this may be done in association with and at the discretion of the Clinical Coordinator.

CHS-PAS-6200-AA  Emergency Medicine
CHS-PAS-6201-AA  General Surgery
CHS-PAS-6202-AA  Internal Medicine
CHS-PAS-6203-AA  Prenatal Care/Women’s Health
CHS-PAS-6204-AA  Pediatrics
CHS-PAS-6205-AA  Geriatrics
CHS-PAS-6230-AA  Elective Rotation 1
CHS-PAS-6231-AA  Elective Rotation 2
CHS-PAS-8240-AA  Family Medicine/Primary Care 1
CHS-PAS-6241-AA  Family Medicine/Primary Care 2
Legal and Ethical Aspects of Medicine | Lecture | .50 credit  
CHS-PAS-5900-AA  (Second year, fall quarter)  
This course is designed to give students an appreciation of medical ethics and their legal implications where applicable. Lectures will provide students with a basic understanding of the ethical responsibilities of physician assistants as health care practitioners and as individuals. The course will cover an appreciation of the origins of medical ethics, as well as applications to the contemporary practice of medicine, including modern ethical dilemmas facing practitioners today. The course will also discuss the specific ethical and legal issues specific to the physician assistant.

Transition to Practice | Lecture | .50 credit  
CHS-PAS-5901-AA  (Second year, spring quarter)  
Transition to Practice is designed to prepare the student to graduate and become a contributing member of the physician lead healthcare team. Topics discussed will include NCCPA certification, including PANCE and PANRE, CME, professional liability and malpractice insurance. Licensure in both Pennsylvania and its surrounding states will be reviewed. In addition, to help facilitate in career planning, the student will be educated on how to find a job, prepare a CV, negotiate a contract and navigate the general credentialing process at healthcare institutions and selected issues in conflict resolution.

Senior Seminar | Lecture | 1.00 credit  
CHS-PAS-5902-AA  (Third year, summer quarter)  
The main objective of Senior Seminar will be to prepare the student towards the end of the program to take the Physician Assistant National Certification Exam (PANCE). Students will be required to participate in a comprehensive board review session designed for certification and re-certification of physician assistants. In addition, the student will be required to pass a summative evaluation. The evaluation will be designed to access the student’s overall performance and preparation for clinical practice.

Capstone Project 1 | Lecture | .50 credit  
CHS-PAS-5930-AA  (Second year, spring quarter)  
Capstone Project 1 is a guided independent study course that takes place during the Spring Quarter and provides the initial structure for the final graduate paper and the Grand Rounds Presentation of Capstone II. In Capstone I, with the guidance of a faculty mentor, students research a topic of both interest and medical significance based on a patient experience during their clinical rotations or a medical topic inspired by the clinical environment. The graduate paper is a JAAPA format research paper. Students develop a proposal, an outline, resources from the medical literature, and write the introduction section and methodology sections of the paper.
Capstone Project 2 | Lecture | .50 credit
CHS-PAS-5931-AA  (Third year, summer quarter)
Capstone Project 2 is when the student completes the writing of their graduate research paper and upon its acceptance, prepares and presents a 30-minute “Grand Round” style PowerPoint presentation. In Capstone Project II, an abstract, the body of the paper, discussion, recommendations and conclusions will be completed and serve as the foundation for the Grand Rounds presentation, an in-depth presentation of the student’s topic to the faculty, current PA students and the Salus University community.
PUBLIC HEALTH PROGRAMS

Anthony F. Di Stefano, OD, MEd, MPH, Director

DEGREE PROGRAMS OVERVIEW

The Master of Public Health (MPH) degree is awarded to all students who have successfully completed an undergraduate curriculum. The maximum number of years permitted to complete this course is five.

MASTER OF PUBLIC HEALTH DEGREE PROGRAM (MPH)

The MPH program is 42 semester credit units in length and is offered via distance education on a part-time basis. Students will have up to five (5) years to complete the program.

Taught entirely online, and designed for professionals and students from a variety of backgrounds and experience, the University’s MPH program also is designed to bridge the public health training gap in the areas of optometry, audiology, blindness and visual impairment, and physician assistant studies, professions currently underrepresented in the public health workforce.
ADMISSIONS

Admissions Criteria

All applicants must have completed their undergraduate studies and must hold an undergraduate or equivalency or graduate degree from an accredited college or university in order to be admitted to a program of studies in the College of Health Sciences.

Admission procedures and policies include appropriate consideration of an individual applicant’s public health experience and/or the applicant’s ability to apply educational preparation from such diverse fields as economic development, urban planning, sociology, informatics, etc.

Applicants must request two letters of reference to be sent directly to the Office of Admissions. The letters should be from persons familiar with the applicant’s academic work, employment record and personal characteristics.

Applicants must submit a completed, online application, a life experience essay, a personal statement, an application fee, and a resume or curriculum vita (summarizing work and educational experiences and accomplishments).

Applicants who successfully satisfy the admissions requirements will be scheduled for interviews with relevant program director.

Prerequisites

The MPH program seeks individual who have educational prerequisites, interest and motivation for undertaking advancing in public health careers, consistent with the program’s stated mission, goals and objectives.

Admission procedures and policies will appropriately weigh the individual’s public health experience and/or the candidate’s ability to apply educational preparation from such diverse fields as economic development, urban planning, sociology, informatics, etc.

In addition, it is expected that the successful candidate for the degree (MPH) or certificate programs will possess.

- A relevant undergraduate degree or its equivalent
- A documented record of academic achievement
- Demonstrated academic competency in mathematics/quantitative methods
- English language skills essential to the successful completion of the coursework.
Admissions Checklist

- Educational Resume/Curriculum Vita
- Life Experience Essay and Personal Statement (250-500 words each)
- Applicants will provide an essay response to a statement about their life experience on the application.
- Additionally, applicants will make a personal statement about several factors, including why this program is expected to meet their personal and professional objectives.

Personal References
Applicants must provide the names and email addresses of two people who are not related to the applicant and who will provide the University with a personal reference. The references should be from persons familiar with applicant’s academic work, employment record, and personal characteristics. Applicants should notify these persons in advance of providing their names and email addresses. The Office of Admissions will notify these individuals by email and provide instructions for the completion of the electronic personal reference form.

Transcripts
All applicants must arrange for official copies of transcripts from each college, university or other educational institution attended (regardless of whether a degree has been received from that institution). These should be sent directly by the schools to Salus University, Office of Admissions, Public Health Programs 8360 Old York Road, Elkins Park, PA 19027.

The certified copies of official academic records (transcripts) for all undergraduate and graduate work should be mailed directly to the Salus University Office of Admissions from each institution, not issued to the student.

International Applicants
For applicants who obtained their college degree(s) outside of North America, a document-by-document credential review from an accredited agency, which evidences all post-secondary studies must be completed. Please consult the agency’s website for requirements to complete the evaluation. An official evaluation must be sent from the agency directly to: Salus University, Office of Admissions, 8360 Old York Road., Elkins Park, PA 19027. These services are provided by various agencies including: World Education Services, PO Box 745, Old Chelsea Station, New York, NY 10113-0745 (phone 212.966.6311; www.wes.org).

Have copies of your transcripts available to assist you when completing your online application.
National Test Scores
National testing is not a requirement for acceptance into these programs. If you have taken a test such as a MAT (Miller Analogies Test), GRE (Graduate Record Examination), or OAT (Optometry Admission Test), your test results may be sent directly to Salus University. Test scores more than seven years old will not be accepted.

Optional Information Form
This request for information is for the purpose of ensuring equal opportunity for all persons and effectuating the purpose of the Fair Educational Opportunities Act. Applicants are not obligated to complete this form for admissions.

Non-Degree Student Status (students not enrolled in a degree or certificate program). Please complete and submit the form found at: https://jics.salus.edu/ICS/Admissions/Prospective_Student_Page.jnz?portlet=Apply_Online_2.0&screen=Begin%2f%2fb020c57a-ffb3-4b2c-82c5-9925595a1e26&screenType=next%27

For assistance at any time during this process, contact an Admissions counselor anytime at admissions@salus.edu or 800.824.6262 (US and Canada), or 215.780.1301 during business hours.

Program Requirements
The MPH degree Course of study includes:

- 23 semester hours of core courses
- 13 semester hours of elective courses
- 6 semester hours for capstone project

FINANCIAL INFORMATION

Financial Aid
Students must be enrolled at least half-time (6 credit hours) or greater in order to be considered for any form of private or federal financial assistance at Salus University. For more information, please contact the Office of Financial Aid at 217.780.1330 or financialaid@salus.edu.

The University is approved by the Department of Education of the Commonwealth of Pennsylvania and is approved from veteran’s education under U.S. Code, Section 1775.
Applicants are encouraged to seek employer support for public health courses in degree and non-degree tracks. In particular, government employees should seek advice from their agency about that agency’s policy on tuition remission. A professional education carries variable costs that are dependent on a number of factors. In addition to tuition and fees, there are books and incidental expenses to be considered.

**Tuition**
Public Health degree and certificate programs (per semester hour credit): $700.00.

**Fees**
Application Fee: an online, *non-refundable* fee of $100.00 is payable electronically. Please do not pay an amount in excess of the $100.00 application fee.

University Technology Fee: (per term registered): $120.00

Commencement Fee: $180.00. This fee is billed in the first term of the year in which the student graduates.

Tuition and fees are due and payable at the start of each session and are subject to change. To pay tuition online go to: www.salus.edu/healthph_tuition_payonline.html

The University’s refund policy can be found on page 14.

**Drop/Add Policy**
Drop/Add must be completed within ten business days after the first day of the term. Some courses start at a time other than the first day of the term but must be added or dropped within the first 10 business days of the term regardless of a course start date. Drops/Adds must be filed directly with the Registrar’s office.
**MASTER OF PUBLIC HEALTH CURRICULUM**

*Please note:* all course numbers begin with the prefix **CHS-PHE-xxxx-AA**

### Core

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<th>Course Title</th>
<th>Hours</th>
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<td>5001-AA</td>
<td>Environmental Health</td>
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<td>5002-AA</td>
<td>Social and Behavioral Approach to Public Health</td>
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<td>5003-AA</td>
<td>Program Implementation and Evaluation</td>
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<td>5030-AA</td>
<td>Fundamentals of Epidemiology 1</td>
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<td>5031-AA</td>
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<td>5501-AA</td>
<td>Epidemiology of Infectious Disease</td>
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<td>Introduction to Bioethics in Healthcare</td>
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**Total Semester Credits for Master of Public Health degree (MPH):** 42.00

(MPH requires 23 core credits, 13 elective credits and 6 capstone credits)
Total Semester Credits for Humanitarian and Refugee Health Care Certificate (HRC): 15.00
(HRC requires 9 core credits and 6 elective credits)

Total Semester Credits for Health Policy Certificate (HPC): 14.00
(HPC requires 9 core credits and 5 elective credits)

COURSE DESCRIPTIONS

CHS-PHE-5000-AA Introduction to Health Policy
3 credits (core requirement)
Students learn to understand and effectively apply health policy based on their understanding of analytical strategies presented in this course. Focus is on four substantive areas: economics and financing; need and demand; politics/ethics/law, and quality/effectiveness. Examples of these areas will utilize three specific policy issues: injury, medical care, public health preparedness.

CHS-PHE-5030-AA Fundamentals of Epidemiology 1
3 credits (core requirement)
First in a two-course series taught over two semesters. Introduces the basic concepts of epidemiology and biostatistics, as applied to public health problems. Emphasis is placed on the principles and methods of epidemiologic investigation, appropriate summaries and displays of data, and the use of classical statistical approaches to describing population health. Demonstrates the application of the epidemiological sub-disciplines in the areas of health services/systems, screenings, genetics and environment policy, as well as the intricacies of epidemiology and biostatistics with the legal and ethical issues in public health.

CHS-PHE-5031-AA Fundamentals of Epidemiology 2
3 credits (core requirement)
Second in a two series course taught over two semesters, with focus on various epidemiology study designs for investigating associations between risk factors and disease outcomes, culminating with criteria for causal inferences. Demonstrates the application of the epidemiologic sub-disciplines in the areas of health services/systems, screenings, genetics, and environment policy, as well as the intricacies of epidemiology and biostatistics with the legal and ethical issues in public health.

CHS-PHE-5040-AA Introduction to Biostatistics I
3 credits (core requirement)
First of a two course series introduces the fundamental concepts in applied probability, exploratory data analysis, and statistical inference, while focusing on probability and analysis of one and two samples. Emphasis is placed on understanding and interpreting the concepts, with a reliance on the use of formulae and computational elements in the learning process.
CHS-PHE-5041-AA Introduction to Biostatistics II
3 credits (core requirement)
Second of a two course series explores the discrete and continuous probability models, expectation and variance, central limit theorem and inference, focusing further on hypothesis testing and application of confidence for means, proportions, counts, maximum likelihood estimation, sample size determinations, elementary non-parametric methods, graphics displays, and data transformations. Emphasis is placed on understanding and interpreting the concepts, with a reliance on the use of formulae and computational elements in the learning process.

CHS-PHE-5001-AA Environmental Health
3 credits (core requirement)
Comprehensive course examining health issues, underlying causes, and public health approaches for controlling major environmental health problems in both industrialized and developing countries. Students gain an understanding of how the body reacts to environmental pollutants (physical, chemical and biological agents of environmental contamination) and vectors for dissemination (air, water, and soil) are examined. Solid and hazardous waste, susceptible populations, and biomarkers and risk analysis concepts are addressed. Scientific basis for policy decisions are explained, with focus on emerging global environmental health problems.

CHE-PHE-5002-AA Social and Behavioral Approach to Public Health
1 credit (core requirement)
Designed to help students develop basic literacy regarding social concepts and processes that influence health status and public health interventions. Allows students to develop insight into populations with whom they have worked in the past or will work in the future. Presents the essential tools for understanding and effectively analyzing psychosocial issues in public health.

CHS-PHE-5003-AA Program Implementation and Evaluation
2 credits (core requirement)
Interactive course introduces the basic concepts of public health practice and includes a series of simulated public health practice exercises that clearly demonstrates the applicability of basic concepts. Students gain a thorough understanding of types of program evaluation essential for an effective and successful public health practice. Further practical experience given through a series of exercises where students design a conceptual framework, develop a network of indicators, analyze statistical evidence, and propose an evaluation plan to measure the impact of an intervention.

CHS-PHE-5500-AA Cost-Effectiveness Analysis in Health Care
2 credits (core requirement)
Focus is on comprehending basic economic concepts needed to understand the recommendations from the US Panel on Cost Effectiveness in Health and Medicine. Distinction between opportunity costs and budgetary costs are made from analyses of cost-effectiveness research reports. Course includes critical discussion of current articles demonstrating cost-effectiveness analyses, enabling the student to read, comprehend, and perform a basis critique of cost-effectiveness papers, and take part in discussions of planned cost-effectiveness research.
CHS-PHE-5501-AA Epidemiology of Infectious Disease
2 credits (core requirement)
A case study approach introduces the basic methods for infectious disease epidemiology and to understand disease syndromes and entities relevant to the health of populations (respiratory infections, diarrheal diseases, hepatitis, HIV, tuberculosis, sexually transmitted diseases, malaria, and other vector-borne diseases). The course covers definitions and nomenclature, outbreak investigations, disease surveillance. The tools for outbreak investigation and disease are thoroughly discussed and their application is identified in the case studies.

CHS-PHE-5502-AA Introduction to Bioterrorism
1 credit (core requirement)
Introduces and reinforces the understanding of basic concepts and principles of terrorism preparedness and response, as well as identification of specific practical considerations. The course is presented via case studies to illustrate plausible scenarios, first response activities, critical elements, and planning strategies.

CHS-PHE-5503-AA Introduction to Bioethics in Health Care
1 credit (core requirement)
With a focus on ethical theory and its principles, as well as current ethical issues in public health and health policy, this course introduces concepts of resource allocations, summary measures of health, the right to health care, and conflicts between autonomy and health promotion efforts. Concepts relevant to research ethics also introduced.

CHS-PHE-5530-AA Humanitarian and Refugee Health I
3 credits (elective)
Provides an introduction to the theoretical concepts and applied practices of healthcare provisions in humanitarian situations and emergencies. Students gain a comprehensive understanding of the public health needs of conflict, crisis and disaster-affected populations, and the system and practices used in the humanitarian relief field to address these needs.

CHS-PHE-5504-AA Health Literacy and Effective Communication Program Design
2 credits (elective)
Presents concepts, strategies and processes needed to effectively modify health behavior and health outcomes through public awareness campaigns and training programs in various situational contexts. Students learn how to identify and assess the political, ecological, social, technological, legal and economic factors that influence the strategic development and delivery of promotional campaigns and training programs; develop the skills necessary for establishing programmatic goals; budgets and delivery models conducive to identified needs; learn different methods of evaluating education and its impact on health.

CHS-PHE-5505-AA Epidemiologic Study Design and Grant Writing
1 credit (elective)
Interactive course to equip students with a thorough understanding of experimental, quasi-experimental and non-experimental study designs, including the strengths and limitations of each. The course also outlines the methodological and logistical problems involved in designing and conducting epidemiologic studies. Students participate in the preparation of a research protocol for a study in a human population.
CHS-PHE-5506-AA Public Health Issue of Aging Populations
2 credits (elective)
A gerontology course designed to introduce the student to the study of aging, its impact on individuals, families and society, and what factors have driven the creation of health policy related to older persons. A wide variety of aging topics will be explored, including the prevention and management of chronic conditions; demography; biology; epidemiology of diseases; physical and mental disorders; functional capacity and disability; health services; health policies; social aspects of aging, and ethical issues in the care of older individuals as well as hospice and palliative care.

CHS-PHE-5507-AA Public Health Informatics
2 credits (elective)
Technology and information sciences are changing the practice of public health radically. An understanding of the information tools that make this possible in this age of evidence-based decision-making is important for a public health professional. This course covers public health information needs, methods of data capture, data security and sharing, data storage and retrieval. Also examines public health informatics tools such as syndromic surveillance and GIS (geographic information system), and how they are used to predict and prevent infectious disease outbreaks. The student learns reasonable expectations of today’s technologies, and the direction in which the field is heading.

CHS-PHE-5508-AA Introduction to Public Health Genomics
1 credit (elective)
This course combines new findings in genomics (the study of the entire human genome) with public health principles and concepts. The student learns genomics’ significant potential impact for improving the health, safety and longevity of the public. Benefits of genomics studies and their potential contributions and benefits to large populations are explored. The student develops an understanding of information and other factors necessary to strategically develop health strategies for the public health benefit of large populations.

CHS-PHE-5509-AA International Development and Health
1 credit (elective)
Most health care professions have practitioners involved in philanthropic activity. With the expansion of the philanthropic activities of today’s healthcare professions, and the increased debates as to how limited resources can be applied in our world, debate has created a demand for further training in health and development so that health professionals are empowered to implement programs within the appropriate paradigm. This course presents evidence-based guidelines for public health interventions to build global capacity that serve populations in need.

CHS-PHE-5510-AA Survey of Public Health Issues
1 credit (elective)
Provides students with an introduction to public concepts and practice. Includes an overview of the social processes that influence health status and public health interventions; the strategic importance of health policy development and implementation; environment health considerations in populations; health organization and administration; and the role and impact that the concepts and tools of epidemiology and biostatistics play in public health design implementation and evaluation.
CHS-PHE-5511-AA Perspectives in Development
2 credits
The primary objective of this course is to expose the participants to concepts and different facets of health in development. It aims to prepare participants to critically analyze and develop policies towards poverty reduction through exploring the strong links between health and development in both the global and local context. Students receive an overview of understanding and implementing health related interventions to reduce poverty and hence to improve quality of life and development. This course uses the UN Millennium Development Goals as a framework to understand the role of health in development. It also includes an analysis of worldviews such as welfare economics (Ex: Marxism) and market economics (Ex: globalism) in health and development and its impact. The course concludes with a summary of progress of the agenda of health in development, health in development challenges, strategies and practice.

CHS-PHE-5512-AA Interdisciplinary Service Delivery Models
2 credits
This course will discuss the history of interdisciplinary and interprofessional care, some of the basic theory of team science, and provide references for the basics of this theory. Examples of collaborative practice in health care will be presented and discussed. Core competencies for inter-professional practice will also be reviewed. Practical examples of healthcare teams, such as patient safety, quality improvement, disaster medicine, acute chronic and preventive care and sample exercises will be discussed.

CHS-PHE-5513-AA Health and Human Rights
2 credits (Elective)
This course explores social, political, economic and global implications of the “The Istanbul Declaration -- Health: The First Human Right,” which was adopted at the 12th World Congress on Public Health, 1 May 2009. Global policies and practices that have embedded discrimination, disparity and social injustice in health care systems will be analyzed.

CHS-PHE-5540-AA Independent Study 1
CHS-PHE-5541-AA Independent Study 2
CHS-PHE-5542-AA Independent Study 3
CHS-PHE-5543-AA Independent Study 4
CHS-PHE-5544-AA Independent Study 5
CHS-PHE-5545-AA Independent Study 6
1 credit each (Electives)
Independent study is a specialized instructional program. An independent study is an opportunity for students to utilize research skills to explore an area of interest in great detail. The subject content, objectives to be achieved, credits to be awarded, and the effort to be expended by the student is all matters to be individually decided by the instructor and student.
The MPH Capstone provides an opportunity for students to work on public health practice projects that are of particular interest to them, with the goal of synthesizing, integrating and applying their acquired skills and competencies to a public health problem that approximates a professional practice experience. Written and oral components are required for completion and graduation, and students will accomplish their projects under the direction of an MPH capstone supervisor (faculty member).

HEALTH POLICY CERTIFICATE PROGRAM

The Health Policy certificate program provides a framework for developing and analyzing a range of health policy issues. Our program provides broad strategies for rationally analyzing any public health policy issue.

The core Health Policy course presents four analytic skills commonly used by policy makers to:

- analyze historical, political, ethical and legal ramifications
- assess need and demand
- examine economic and financial considerations
- assess existing programs and policies

This program is designed to help the student apply these skills in the delivery of health care, injury prevention and trauma care, and emergency preparedness.

The certificate program is 14 semester credits and is divided among six selected courses from the Master of Public Health (MPH) degree program:

Three core courses in the areas of:

- Health Policy
- Epidemiology
- Program Implementations and Evaluation

Three elective courses in the areas of:

- Cost-effectiveness Analysis
- Health Literacy and Communication
- Study Design and Grant Writing
COURSE DESCRIPTIONS

CHS-PHE-5000-AA Introduction to Health Policy
3 credit hours*
Survey theory and practice in the management and policy sciences applied to the field of public health. Topics include global health systems and legal bases of public health; public policy institutions and decision-making processes; methods of policy analysis, and management and decision-making within public and private sector health care institutions. Emphasis is domestic and global.

CHS-PHE-5030-AA Fundamentals of Epidemiology 1
3 credit hours*
Introduces students to principles and concepts in epidemiology through lectures, discussion groups, assigned readings and exercises. Students are given the opportunity to acquire an understanding of these principles and concepts, the vocabulary of epidemiology, methods of epidemiologic investigation, and the design, interpretation, and evaluation of epidemiologic research.

CHS-PHE-5003-AA Program Implementation and Evaluation
3 credit hours*
Introduces the basic concepts of public health practice and evolves to include a series of simulated public health practice exercises that clearly demonstrate the applicability of the basic concepts. As the students gain a thorough understanding of the types of program evaluation (needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment and cost analysis) essential for an effective and successful public health practice.

CHS-PHE-5500-AA Cost-Effectiveness Analysis in Health Care
2 credit hours
The primary objective of this course is to prepare students to read and interpret cost-effectiveness studies. Initial focus of the course is on understanding basic economic concepts that are needed in order to understand the recommendations from the United States Panel on Cost-Effectiveness in Health and Medicine. Distinction between opportunity costs and budgetary costs are made, as the recommendations from cost-effectiveness research reports are analyzed. As the course progresses, the relationship between cost-effectiveness results and other elements of the health care policy decision-making process are discussed to gain a better understanding of how to conduct cost-effectiveness analyses and apply these concepts in humanitarian projects.
CHS-PHE-5504-AA Health Literacy and Effective Communication Program Design
2 credit hours
This course presents the concepts, strategies and processes needed to effectively modify health behavior and health outcomes through public awareness campaigns and training programs in various situational contexts. Students will learn how to identify and assess the political, ecological, social, technological legal and economic factors that influence the strategic development and delivery of promotional campaigns and training programs. They will develop the skills necessary to establish programmatic goals, budgets, and delivery models conducive to identified needs. They will learn different methods of evaluation education and its impact on health.

CHS-PHE-5505-AA Epidemiologic Study Design and Grant Writing
1 credit hour
Students will derive a thorough understanding of experimental, quasi-experimental, and non-experimental study designs, including the strengths and limitations of each. The course also outlines the methodological and logistic problems involved in designing and conducting epidemiologic studies. Students participate in the preparation of a research protocol for a study in human populations.

(*Denotes MPH core requirements, as designated by Council of Education in Public Health)
HUMANITARIAN HEALTH CARE CERTIFICATE PROGRAM

The global response to conflict and humanitarian crisis commonly involves charitable giving accompanied by a generous, but relatively unguided, sharing of time and expertise by health practitioners.

Within the professional literature, a small but steady stream of scientific papers, guidelines and recommendations have evolved, aimed at ensuring a more consistent, more organized, and more technically sound response to those in need. As a result, high priority interventions have been identified, and a relatively clear public health approach to emergency relief has emerged.

The distance Humanitarian Health Care Certificate program offers insight into these evidence-based guidelines and public health interventions with the global capacity to serve those whose lives have been disrupted by emergencies and disasters.

The certificate program is 15 semester hours, divided among six selected courses form the Master of Public Health program: three elective courses in the areas of refugee health, cost-effectiveness analysis, and study design and grant writing.

There are three core courses in the areas of health policy, epidemiology, and program implementation and evaluation. Each course will provide students with an opportunity to apply new knowledge and skills to humanitarian problems.

COURSE DESCRIPTIONS

CHS-PHE-5530-AA Humanitarian and Refugee Health
3 credit hours
Addresses the provision of basic health requirements for refugees and the coordination of care among the agencies concerned with them. Course focuses on the true needs of populations displaced by natural or man-made disasters, and students learn to apply epidemiological information toward designing and monitoring relief activities and health services. Course emphasis on the importance of other issues surrounding displaced persons, as well as the value of collaborating with the affected community, local and international organizations, host governments, the United Nations, military forces, and the media.

CHS-PHE-5000-AA Introduction to Health Policy
3 credit hours*
Surveys theory and practice in the management and policy sciences applied to the field of public health. Topics include global health systems and legal bases of public health; public policy institutions and decision-making processes; methods of policy analysis, and management and decision-making within public and private sector health care institutions. Emphasis is domestic and global.
CHS-PHE-5030-AA Fundamentals of Epidemiology 1
3 credit hours*
Introduces students to principles and concepts in epidemiology through lectures, discussion groups, assigned readings and exercises. Students are given the opportunity to acquire an understanding of these principles and concepts, the vocabulary of epidemiology, methods of epidemiologic investigation, and the design, interpretation, and evaluation of epidemiologic research.

CHS-PHE-5500-AA Cost-Effectiveness Analysis in Health Care
2 credit hours
The primary objective of this course is to prepare students to read and interpret cost-effectiveness studies. Initial focus of the course is on understanding basic economic concepts that are needed in order to understand the recommendations from the United States Panel on Cost-Effectiveness in Health and Medicine. Distinction between opportunity costs and budgetary costs are made, as the recommendations from cost-effectiveness research reports are analyzed. As the course progresses, the relationship between cost-effectiveness results and other elements of the health care policy decision-making process are discussed to gain a better understanding of how to conduct cost-effectiveness analyses and apply these concepts in humanitarian projects.

CHS-PHE-5003-AA Program Implementation and Evaluation
3 credit hours
This interactive course introduces the basic concepts of public health practice and evolves to include a series of simulated public health practice exercises that clearly demonstrate the applicability of the basic concepts. Students gain a thorough understanding of types of program evaluation (needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis) essential for an effective and successful public health practice. Applications to humanitarian health care are included.

CHS-PHE-5505-AA Epidemiologic Study Design and Grant Writing
1 credit hour
Students will derive a thorough understanding of experimental, quasi-experimental, and non-experimental study designs, including strengths and limitations of each. The course also outlines the methodological and logistic problems involved in designing and conducting epidemiologic studies. Students participate in the preparation of a research protocol for a study in human populations.

(*Denotes MPH core requirements, as designated by Council Education in Public Health).
COLLEGE OF EDUCATION AND REHABILITATION

Audrey J. Smith, PhD, Dean

MISSION

The mission of the College of Education and Rehabilitation is to enhance the quality of life of individuals with disabilities through excellence in interdisciplinary education, service delivery and research, and to increase the numbers, diversity and leadership roles of education and rehabilitation professionals worldwide.

DEGREE AND CERTIFICATE PROGRAMS

DEPARTMENT OF BLINDNESS AND LOW VISION STUDIES

Master of Science, Low Vision Rehabilitation (LVR)
Certificate Program, Low Vision Rehabilitation

Master of Science, Orientation and Mobility (O&M)
Certificate Program, Orientation and Mobility

Master of Education, Blindness and Vision Impairment (TVI)
Certificate Program, Blindness and Vision Impairment

Master of Science, Vision Rehabilitation Therapy (VRT)
Certificate Program, Vision Rehabilitation Therapy

(The maximum number of years to complete the above degrees is five.)

DEPARTMENT OF OCCUPATIONAL THERAPY

Master of Science, Occupational Therapy
Doctor of Occupational Therapy (post-professional degree)
(The maximum number of years to complete the above degrees is four.)

DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY

Master of Science, Speech-Language Pathology (SLP)
(The maximum number of years to complete the above degree is four.)
DEPARTMENT OF BLINDNESS AND LOW VISION STUDIES

DEGREE AND CERTIFICATE PROGRAMS

Students may earn a master’s degree in one area and additional certificate(s) in one or more other disciplines.

All programs are now available through distance education and require a summer on-campus residency program to facilitate hands-on experience and practice.

Education programs are offered in the following formats: distance education (online), on-campus (face-to-face), and blended (combination of distance education, on-campus and/or community assignments).

In addition, the Salus University College of Education and Rehabilitation, in partnership with other states, offers distance education programs in which all courses can be taken online or in the students’ state of residence. States with which the University has contracts vary from year to year.

The maximum number of years permitted to complete a low vision studies master’s degree program is five.

ADMISSIONS

Admissions Criteria

All applicants must have completed their undergraduate studies and must hold an undergraduate or graduate degree from an accredited college or university in order to be admitted to a program of studies in the College of Education and Rehabilitation.

Professional preparation or experience in rehabilitation, eye care, psychology, social work, education or a related field is preferable for applicants. For applicants to the programs in Education of Children and Youth with Visual and Multiple Impairments, professional preparation in special education is preferred.

Applicants who do not have a graduate degree must have achieved acceptable levels of performance on a national test, such as MAT (Miller Analogies Test), GRE (Graduate Record Examination), or OAT (Optometry Admission Test). The applicant may choose the test based upon his/her professional preparation and program interest.

Applicants must request three letters of reference to be sent directly to the College of Education and Rehabilitation. The letters should be from persons familiar with the applicant’s academic work, employment record, and personal characteristics.
Applicants must submit a completed and signed application form, a response to one essay question, a statement of purpose, an application fee, and a resumé or curriculum vita (summarizing work and educational experiences and accomplishments).

Applicants who successfully satisfy the admissions requirements will be scheduled for interviews with the relevant program director and a faculty member.

Applicants must submit copies of current state child abuse and criminal history clearances and FBI federal criminal history clearances at the time of application to any of the low vision studies degree and certificate programs.

Prerequisite Skills

Due to the nature of the coursework for all of the degree and certificate programs in the college, the following prerequisites skills apply:

- **Writing Skills**
  Students engage in various writing activities such as online discussion board postings, examinations, research papers, et cetera, throughout their respective programs. Applicants are expected to demonstrate scholarly writing in their application essays, develop coherent and complete thoughts, and use correct grammar, spelling, capitalization and punctuation.

- **Computer Skills**
  Salus University College of Education and Rehabilitation requires graduate students to be computer literate upon entry into their respective programs of study. Most of the courses are online and require computer skills related to emailing, word processing, uploading and downloading files and assignments, searching the worldwide web, and interacting online among others.

  Prior to entering the program, students who lack basic skills in using the computer should complete a basic computer course from a computer education service, a community college, or university. After entering the program, students needing additional computer assistance can contact the University’s Help Desk (helpdesk@salus.edu), through the Department of Technology and Library Services.

  Master’s degree candidates participate in research courses that may require skills in setting formulas for calculations in spreadsheets or databases and creating graphic representations of data.

Access to Transportation (Orientation and Mobility Programs)

Due to responsibilities required of Orientation and Mobility (O&M) specialists specifically the need to transport students and clients to appropriate learning environments – and to travel efficiently to, from and among students and clients, students in the O&M programs must have access to efficient transportation and auxiliary means of transportation.
Compliance
Salus University, by choice, declares and reaffirms its policy of complying with federal and state legislation and does not in any way discriminate in educational programs, employment, or in-services to the public on the basis of race, color, creed or religion, sex, national origin, age, physical or mental disabilities, or veteran status. In addition, the University also complies with federal regulations issued under Title IX of the Educational Amendments of 1972 Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act.

Admissions Procedures
Admission to a program of studies in the College of Education and Rehabilitation is based on the “candidate profile” of individual applicants. The “candidate profile” is comprised of three indices: (1) Academic Achievement, (2) Personal Index and (3) Interview Index.

Academic Achievement
The criteria for evaluating academic achievement consist of grade point averages, major, college or university attended, number of college credits completed, degree status and national test scores. One essay and a Statement of Purpose are submitted with the application. The objective criteria are weighed according to recommendations of the College of Education and Rehabilitation Admissions Committee. The weighing of each criterion is privileged information, which is restricted to Admissions Committee members. If an applicant’s academic achievement falls within an acceptable range, the applicant is invited to an interview.

Personal Index
These criteria are a subjective measure of an applicant’s acceptability. The index is comprised of letters of reference and extracurricular activities, and the applicant’s essay and Statement of Purpose.

Interview Index
An evaluation of the applicant’s knowledge, interest and motivation to work in the field of vision impairment. The College of Education and Rehabilitation Admissions Committee recommends that each applicant be interviewed by at least one faculty member and the director of the program. Each interviewer provides written information to the Admissions Committee. In-person interviews are preferred; however, telephone interviews can be arranged.

After the interview, the College of Education and Rehabilitation Admissions Committee evaluates the findings of the candidate profile (academic achievement + personal index + interview index), and makes a recommendation regarding the applicant’s acceptability status. A student’s file must be complete before review by the Admissions Committee. Every effort is made to provide decisions to applicants within two to four weeks of the scheduled interview. The University’s director of Admissions will send final notification to the applicant.

Students may take up to nine credits as non-matriculants before being admitted as a matriculated student. Matriculation status includes admission and completion of a matriculation statement (student data sheet).
For further information regarding individual programs:

- **Low Vision Rehabilitation Program**  
  Dr. Duane Geruschat, Co-Director  
  dgeruschat@salus.edu or 215.780.1360

- **Low Vision Rehabilitation Program**  
  Ms. Kerry Lueders, Co-Director  
  klueders@salus.edu or 215.780.1366

- **Orientation & Mobility Programs**  
  Dr. Fabiana Perla, Director  
  fperla@salus.edu or 215.780.1367

- **Vision Rehabilitation Therapy (Rehabilitation Teaching)**  
  Lachelle Smith, Director  
  lasmith@salus.edu or 215.780.1448

- **Education of Children with Blindness and Visual Impairment**  
  Lynne Dellinger, Director  
  ldellinger@salus.edu or 215.780.1362

**Application Checklist**

The following important information is for all applicants to the College of Education and Rehabilitation. Please read this carefully before completing the application form.

- Please send the application form before submitting credentials

- When corresponding or having correspondence or transcripts sent to Salus University, please be sure to include “College of Education and Rehabilitation” in the address.

**Application Items Required for Submission**

**Transcripts**  
All applicants are responsible for having official copies of transcripts for every college or university attended sent directly to the Salus University College of Education and Rehabilitation, regardless of whether a degree has been received from that particular institution or not. These certified copies of official academic records (transcripts) for all undergraduate and graduate work should be mailed directly to Salus University, College of Education and Rehabilitation, not issued to the student. *A transcript stamped “Issued to Student” is not acceptable, even when delivered in a sealed envelope.*
Applicants for whom English is a second language must take the Test of English as a Foreign Language (TOEFL), Test of Spoken English and Test of Written English.

All official college transcripts from foreign countries must be submitted in English to the World Education Services, P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745 for document-by-document evaluation before submission to the Salus University College of Education and Rehabilitation Admissions Committee.

National Test Scores
Applicants who do not have a graduate degree, must have official scores of the appropriate national test sent directly to the Salus University College of Education and Rehabilitation. Test scores must be no more than seven years old.

MAT: The Miller Analogies Test is a mental abilities test consisting of a series of intellectual problems stated in the form of analogies, mostly verbal, which the student must solve. The examination is based on general knowledge, takes 50 minutes, and is administered throughout the country, on a regular basis by local test centers. There is a fee to take this test and it is taken only by appointment. The MAT institution code is 2556.

GRE: The Graduate Record Examination is administered through the National Program for Graduate School Selection and the Education Testing Service. The Aptitude Test is a three-and-one-half hour examination measuring general scholastic ability at the graduate level and yielding separate scores for verbal, quantitative and analytic abilities. The GRE is given five times a year and there is a fee to take this test. Score reports take approximately six to eight weeks to reach their destinations; therefore, applicants should allow enough time for test scores to reach the University in time for consideration. The GRE institution code is 2645.

OAT: The Optometry Admission Test is designed to measure general academic ability and scientific knowledge. All the questions are multiple choice; the sections of the test include verbal ability, quantitative ability, biology, chemistry, physics and reading comprehension. There is a fee to take this test and it is administered twice each year at established testing centers across the U.S.A. and Canada.

Letters of Reference
Applicants should complete the top and bottom portions of each reference report (available at: http://www.salus.edu/er_impairedVision/eduRehabReferenceReports.3.doc) and forward the report to the individual providing the reference.
Applicants should direct the individual to complete the form and send it to: Salus University, College of Education and Rehabilitation, 8360 Old York Road, Elkins Park, PA 19027. The department fax number is 215.780.1357.

Statement of Purpose
Applicants must submit a statement explaining their purpose and motivation in undertaking graduate studies in the selected program.

Job Resumé/Curriculum Vita
All applicants must submit an educational and job resume (or *curriculum vita*). The data should list (in chronological order) the applicant’s education and work experiences, publications, and honors or achievements to date.

Essays
Applicants must submit an essay for one of the options provided in the application.

Application Fee
Mail application fee form and a nonrefundable fee of $50.00 in the form of a check or money order (made payable to Salus University, College of Education and Rehabilitation) and send them to: Salus University, College of Education and Rehabilitation, 8360 Old York Road, Elkins Park, PA 19027. Please do not send cash. Do not send a check or money order in excess of the required amount.

Background Clearances
Applicants to the Professional Programs for Education of Children with Visual and Multiple Disabilities must submit copies of current state and federal background clearances at the time of application to the Program.

Submitting an Application
Applicants for the College of Education and Rehabilitation may submit applications to any program in any of the following formats:

- Submit an online application to the College of Education and Rehabilitation
- Complete and submit a written application packet downloaded online at: http://www.salus.edu/cer_impairedVision/grad_application_process.html.
- Email admissions@salus.edu and request application materials be mailed
FINANCIAL INFORMATION
A graduate education carries variable costs that are dependent on a number of factors. In addition to tuition and fees, there are living expenses, books, equipment and incidental expenses to be considered. A variety of financial assistance is available to students in the form of scholarships, grants, student loans, and work-study opportunities.

Tuition 2014-2015

Resident students: $712.00 per semester credit
Non-resident students: $798.00 per semester credit

Students are either resident or non-resident students based on program enrollment.

“Resident students” are defined as those students enrolled in a program being offered by faculty teaching from the Elkins Park, PA campus. This includes students taking online courses and coming to the University for the Summer Residency, and the full-time Elkins Park O&M program students.

“Non-resident students” are defined as those students enrolled in a program with face-to-face classes taught somewhere other than the Elkins Park, PA campus. This includes students taking courses online and not coming to the Salus University campus for the Summer Residency program.

Non-matriculating students are considered non-resident.

Drop/Add must be completed within two weeks after the first day of the semester. Some courses start at a time other than the first day of the semester but must be added or dropped within two weeks of the semester, regardless of a course start date. Drop/Add must be filed directly with the Office of the Registrar.

Fees

Laboratory fee is $60 and is the same for resident or non-resident, certificate or master’s degree students.

Technology fee: $120.

Commencement fee is $180 and is due the first semester of the year in which the student will graduate.

Tuition and fees are due and payable two weeks prior to the start of each session and are subject to change.

The University’s refund policy can be found on page 14.
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<td>VRT Comprehensive Examination</td>
<td>0.0</td>
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PROGRAMS IN LOW VISION REHABILITATION (LVR)

The University offers a certificate program and a Master of Science (MS) degree program in Low Vision Rehabilitation.

These programs prepare professionals in rehabilitation, eye care, education and other related fields, to work more effectively in clinical rehabilitation and educational settings with people who have low vision. Emphasis is placed on an interdisciplinary team approach to service delivery. Program participants represent disciplines such as rehabilitation counseling, vision rehabilitation therapy, special education, orientation and mobility, occupational therapy, social work, optometry and ophthalmology. This program is available online with a five (5) week summer residency program and an internship.

Both the Master of Science (MS) degree and the certificate program require didactic course work. Methods, research and foundation courses related to the eye and low vision must be taken in a prescribed manner. The program may be taken part-time or full-time. All didactic coursework must be completed prior to entry into the off-campus internship. Students, working with a faculty advisor, develop an individualized Program of Studies to ensure appropriate course sequencing and integration.

This program provides the coursework and supervised fieldwork experiences required for certification by the Academy for the Certification of Vision Rehabilitation and Education Professionals (ACVREP) in Low Vision Therapy. While fieldwork placements are generally local, internships in clinical rehabilitation and educational facilities may be located in other states.

MASTER OF SCIENCE DEGREE AND CERTIFICATE SEQUENCE OF COURSES

Please note: Courses marked as “blended” combine community-based, on-campus and/or online learning. LVR students are encouraged to begin their programming in the spring.

Master of Science in Low Vision Rehabilitation – 41 credits

Spring

CER-BLV-5000AA Foundations of Education and Rehabilitation; 2.0 credits; blended
CER-BLV-5001AA Clinical and Functional Implications of Visual Impairment; 3.0 credits; distance education
CER-BLV-5002AA Psychological & Social Dynamics of Visual Impairment; 1.0 credit; blended
CER-BLV-5004AA Critical Analysis of Research; 3.0 credits; distance education
CER-BLV-5104AA Visual Impairment from Brain Injury; 1.0 credit; blended
CER-BLV-5200AA Principles of Low Vision Rehabilitation; 3.0 credits; blended
CER-BLV-5201AA LVR and Multiple Disabilities; 2.0 credits; distance education

Summer

CER-BLV-5100AA Introduction to Braille; 0.5 credit; on-campus
CER-BLV-5101AA Introduction to Independent Living Skills; 1.0 credit; on-campus
CER-BLV-5102AA Introduction to Orientation & Mobility; 1.0 credit; on-campus
CER-BLV-5130AA Low Vision Assessment & Intervention 1; 3.5 credits; blended
CER-BLV-5131AA Low Vision Assessment & Intervention 2; 3.0 credits; blended
CER-BLV-6200AA LVR Fieldwork; 2.0 credits; blended

Fall

CER-BLV-5003AA Human Development Across the Lifespan; 2.0 credits; distance education
CER-BLV-5103AA Introduction to Assistive Technology; 2.0 credits; distance education
CER-BLV-5132AA Low Vision Assessment & Intervention 3; 3.0 credits; distance education

Upon Completion of Didactic Courses

CER-BLV-5290AA LVR Independent Study; 2.0 credits; distance education
CER-BLV-6201AA LVR Internship; 6.0 credits; blended
CER-BLV-6290AA LVR Comprehensive Examination; 0.0 credits; distance education or on-campus

Certificate Program in Low Vision Rehabilitation – 33.5 credits

Spring

CER-BLV-5000AA Foundations of Education and Rehabilitation; 2.0 credits; blended
CER-BLV-5001AA Clinical and Functional Implications of Visual Impairment; 3.0 credits; distance education
CER-BLV-5002AA Psychological & Social Dynamics of Visual Impairment; 1.0 credit; blended
CER-BLV-5200AA Principles of Low Vision Rehabilitation; 3.0 credits; blended
CER-BLV-5201AA LVR and Multiple Disabilities; 1.0 credit; blended

Summer

CER-BLV-5130AA Low Vision Assessment & Intervention 1; 3.5 credits; blended
CER-BLV-5131AA Low Vision Assessment & Intervention 2; 3.0 credits; blended
CER-BLV-6200AA LVR Fieldwork; 2.0 credits; blended
Fall

CER-BLV-5003AA Human Development Across the Lifespan; 2.0 credits; distance education
CER-BLV-5103AA Introduction to Assistive Technology; 2.0 credits; distance education
CER-BLV-5132AA Low Vision Assessment & Intervention 3; 3.0 credits; distance education

Upon Completion of Didactic

CER-BLV-6201AA LVR Internship; 6.0 credits; blended

Successful completion of all certificate programs prepares participants for application for professional certification by the Academy for Certification of Vision Rehabilitation and Educational Professional (ACVREP).

PROGRAMS IN ORIENTATION AND MOBILITY (O&M)
MASTER OF SCIENCE DEGREE

A full-time, four-semester program, the Master of Science (MS) degree program in Orientation and Mobility (O&M) typically begins in January, although it is possible for a student to begin in the summer of fall semester with prior approval from the program’s director.

The majority of this program’s curriculum is taught online, with a 10-week summer residency and one additional week in the fall on campus. Founded on evidence- based practice, the O&M coursework is sequentially designed and integrated to ensure that a student’s necessary skills are developed prior to entry into fieldwork off-campus.

Coursework prepares students to work effectively with individuals who have low vision, as well as those who are blind, and to work across generations. Students in the O&M program learn the importance of an interprofessional approach to the provision of comprehensive services. This program provides the coursework and supervised fieldwork experiences required for certification by the Academy for the Certification of Vision Rehabilitation and Education Professionals (ACVREP). Fieldwork and Internship placements can typically be secured in the students’ area or nearby.
CERTIFICATE PROGRAMS IN ORIENTATION AND MOBILITY

Successful completion of all certificate programs prepares participants to apply for professional certification by ACVREP and state O&M certification where applicable.

Salus University College of Education and Rehabilitation offers several certificate programs:

**COM**
For individuals who have completed an academic undergraduate or graduate degree specific to educating individuals with visual impairments, the College of Education and Rehabilitation offers a certificate program in Orientation and Mobility (COM).

This certificate program includes courses taught online, in-person, on weekends and during the summers. It is offered in part-time format in consideration of the demands of working professionals. In collaboration, the program director and students design individual programs of studies to better meet the students’ needs.

**COM Category 3**
For individuals who do not have a background in visual impairment but do have an academic undergraduate or graduate degree, the certificate program in O&M (Category 3) offers the above COM program with additional online courses to meet the required certification competencies. Upon completion of the certificate program in O&M (Category 3), students are eligible to sit for the ACVREP certifying exam under Category 3. This program can be completed on a full time or part time basis.

**COM State Contracts**
In addition, Salus University, through the College of Education and Rehabilitation, offers COM programs through contracts with various states. To date, students enrolled in state programs have received full scholarships made possible through collaborative efforts and state and federal funding. Participating states have included Georgia, Indiana, Maryland, Minnesota, Ohio, Oklahoma, Oregon, Tennessee, West Virginia, and rural Pennsylvania. Plans are underway to expand to other states.

Successful completion of all certificate programs prepares participants to apply for professional certification by the Academy for Certification of Vision Rehabilitation and Educational Professionals (ACVREP) and state O&M certification where applicable.
SEQUENCE OF O & M COURSES MASTER OF SCIENCE DEGREE AND CERTIFICATE PROGRAMS

Please note: Courses marked as “blended” combine in person and online learning.

Master of Science Degree in Orientation and Mobility – 42.5 credits

Spring

CER-BLV-5000AA Foundations of Education and Rehabilitation; 2.0 credits; blended
CER-BLV-5001AA Clinical and Functional Implications of Visual Impairment; 3.0 credits; distance education
CER-BLV-5002AA Psychological & Social Dynamics of Visual Impairment; 1.0 credit; blended
CER-BLV-5004AA Critical Analysis of Research; 3.0 credits; distance education
CER-BLV-5330AA Principles of O&M 1; 2.0 credits; blended

Summer

CER-BLV-5100AA Introduction to Braille; 0.5 credit; on-campus
CER-BLV-5101AA Introduction to Independent Living Skills; 1.0 credit; on-campus
CER-BLV-5130AA Low Vision Assessment & Intervention 1; 3.5 credits; blended
CER-BLV-5131AA Low Vision Assessment & Intervention 2; 3.0 credits; blended
CER-BLV-5300AA O&M Techniques; 5.0 credits; blended

Fall

CER-BLV-5003AA Human Development Across the Lifespan; 2.0 credits; distance education
CER-BLV-5331AA Principles of O&M 2; 3.0 credits; blended
CER-BLV-5301AA O&M for Individuals with Low Vision; 2.5 credits; blended
CER-BLV-5302AA Beyond the Basics of O&M; 2.0 credits; blended
CER-BLV-6300AA O&M Fieldwork; 3.0 credits; blended

Upon Completion of Didactic

CER-BLV-6301AA O&M Internship; 6.0 credits; blended
CER-BLV-6390AA LVR Comprehensive Examination; 0.0 credits; distance

Certificate Program in Orientation and Mobility (Category 2) – 37.5 credits

Spring

CER-BLV-5000AA Foundations of Education and Rehabilitation; 2.0 credits; blended
CER-BLV-5001AA Clinical and Functional Implications of Visual Impairment; 3.0 credits; distance education
CER-BLV-5002AA Psychological & Social Dynamics of Visual Impairment; 1.0 credit; blended
CER-BLV-5330AA Principles of O&M 1; 2.0 credits; blended

Summer

CER-BLV-5100AA Introduction to Braille; 0.5 credit; on-campus
CER-BLV-5101AA Introduction to Independent Living Skills; 1.0 credit; on-campus
CER-BLV-5130AA Low Vision Assessment & Intervention 1; 3.5 credits; blended
CER-BLV-5131AA Low Vision Assessment & Intervention 2; 3.0 credits; blended
CER-BLV-5300AA O&M Techniques; 5.0 credits; blended

Fall

CER-BLV-5301AA O&M for Individuals with Low Vision; 2.5 credits; blended
CER-BLV-5302AA Beyond the Basics of O&M; 2.0 credits; blended
CER-BLV-5331AA Principles of O&M 2; 3.0 credits; blended
CER-BLV-6300AA O&M Fieldwork; 3.0 credits; blended

Upon Completion of Didactic

CER-BLV-6301AA O&M Internship; 6.0 credits; blended

Certificate Program in Orientation and Mobility – 30.0 credits

Spring

CER-BLV-5330AA Principles of O&M 1; 2.0 credits; blended

Summer

CER-BLV-5130AA Low Vision Assessment & Intervention 1; 3.5 credits; blended
CER-BLV-5131AA Low Vision Assessment & Intervention 2; 3.0 credits; blended
CER-BLV-5300AA O&M Techniques; 5.0 credits; blended

Fall

CER-BLV-5301AA O&M for Individuals with Low Vision; 2.5 credits; blended
CER-BLV-5302AA Beyond the Basics of O&M; 2.0 credits; blended
CER-BLV-5331AA Principles of O&M 2; 3.0 credits; blended
CER-BLV-6300AA O&M Fieldwork; 3.0 credits; blended

Upon Completion of Didactic

CER-BLV-6301AA O&M Internship; 6.0 credits; blended
PROGRAMS FOR TEACHERS OF CHILDREN WITH
BLINDNESS AND VISUAL IMPAIRMENT

MASTER OF EDUCATION DEGREE AND CERTIFICATE
PROGRAMS

The College of Education and Rehabilitation offers a Master of Education (MEd) in Blindness and Visual Impairment degree program, and a certificate program for Education of Children with Blindness and Visual Impairment. These competency-based programs offer coursework and practical experiences that develop the necessary knowledge and skills required for the instruction of infants, children and youth who are totally blind or visually impaired, and those with multiple disabilities.

Students successfully completing the curriculum are prepared for certification by the state credentialing body in Pennsylvania. The master’s degree program offers students the possibility of reciprocity of certification in other states. Both programs are offered for part and full-time study, with coursework primarily online during the fall and spring terms, and a four-week summer residency at Salus University for two summers.

REQUIREMENTS FOR CERTIFICATION

Individuals entering the program must meet the minimum requirements of the College of Education and Rehabilitation (see Admissions Requirements) and the Pennsylvania Department of Education requirements, which must be met for certification in Pennsylvania. These requirements depend upon whether the individual already holds a teaching certificate in another area, or wishes to earn his or her initial certificate. Those applicants who enter the program without any teaching certificate are considered “initial certificate” applicants. Those applicants who enter with an additional certificate already in hand are considered “advanced certificate” applicants.

Teacher of the Visually Impaired

In order to obtain a Pennsylvania certificate as a teacher of the visually impaired (TVI), the Commonwealth of Pennsylvania has established requirements (listed below) for teacher certification in visual impairment.

A candidate who does not hold a teaching certificate in the Commonwealth is considered an applicant for Initial Certification.

A candidate who already holds a teaching certificate is considered an applicant for Advanced Certification.

Candidates for both initial and advanced certification must have an undergraduate degree with a minimum GPA of 3.0.
Upon completion of the program, Pennsylvania requires that the applicant take the appropriate PRAXIS 2 examination in Visual Impairments. These change from time to time and should be verified with the Educational Testing Service as to requirements in Pennsylvania at the time of completion of the program. Students who reside in another state must follow that state’s requirements for licensure and certification.

Applicants to the Teacher of the Visually Impaired program must submit copies of current state and federal background clearances at the time of application to the program.

Applicants who do not have certification in Special Education may have to take additional courses to obtain their master’s degree or certification.

**SEQUENCE OF TVI COURSES: MASTER OF EDUCATION AND CERTIFICATE PROGRAMS**

The program director and the student jointly plan an individualized program of studies that will accommodate either full or part-time status, and will ensure appropriate course sequencing and integration. Some courses have prerequisites which must be taken into account in planning the program of studies. Students may enroll during any semester. The internship (student teaching) is the last course which students complete. (see Course Descriptions).

Those individuals, who wish to receive the Master of Education (MEd) degree in addition to certification as a Teacher of the Visually Impaired, will complete one additional course: Critical Analysis of Research. In addition, candidates must pass the TVI comprehensive examination. In general, students who are seeking to complete the master’s degree on a part-time basis may do so in approximately two years and one semester, depending upon the semester in which they begin classes. A student seeking to complete the master’s degree on a full-time basis may do so within one year and one semester – again, dependent upon the time of enrollment.

*Please note: Courses marked as “blended” combine in person and online learning.*

**Master of Education, Blindness and Visual Impairment degree:** 47.0 credits

**Certificate program, Education of Children with Blindness and Visual Impairments:** 44.0 credits

**Spring**

- **CER-BLV-5000AA** Foundations of Education and Rehabilitation; 2.0 credits; blended
- **CER-BLV-5001AA** Clinical and Functional Implications of Visual Impairment; 3.0 credits; distance education
CER-BLV-5002AA Psychological & Social Dynamics of Visual Impairment; 1.0 credit; blended
CER-BLV-5004AA Critical Analysis of Research; 3.0 credits; distance education
CER-BLV-5105AA Literacy for Students with Visual Impairments; 3.0 credits; distance education
CER-BLV-5200AA Principles of Teaching Students with Visual Impairment 1; 3.0 credits; blended

Summer

CER-BLV-5101AA Introduction to Independent Living Skills; 1.0 credit; on-campus
CER-BLV-5102AA Introduction to Orientation & Mobility; 1.0 credit; on-campus
CER-BLV-5106AA Braille Literacy; 0.5 credit; on-campus
CER-BLV-5130AA Low Vision Assessment & Intervention 1; 3.5 credits; blended
CER-BLV-5131AA Low Vision Assessment & Intervention 2; 3.0 credits; blended
CER-BLV-5400AA Expanding the Core & Educating Emergent Bilinguals; 3.0 credits; distance education
CER-BLV-5402AA Nemeth & Other Specialized Codes; 2.0 credits; on-campus

Fall

CER-BLV-5003AA Human Development Across the Lifespan; 2.0 credits; distance education
CER-BLV-5103AA Introduction to Assistive Technology; 2.0 credits; distance education
CER-BLV-5201AA Principles of Teaching Students with Visual Impairment 2; 1.0 credit; blended
CER-BLV-5401AA Teaching Students with Multiple Disabilities; 3.0 credits; distance education
CER-BLV-5403AA The Literary Braille Code; 3.0 credits; distance education
CER-BLV-6400AA TVI Fieldwork; 2.0 credits; distance education

Upon Completion of Didactic

CER-BLV-6401AA TVI Internship; 6.0 credits; blended
CER-BLV-6490AA TVI Comprehensive Examination; 0.0 credits; distance education or on-campus
PROGRAMS IN VISION REHABILITATION THERAPY (REHABILITATION TEACHING)

The College of Education and Rehabilitation offers a certificate program and a Master of Science (MS) (Vision Rehabilitation) degree program in Vision Rehabilitation Therapy (VRT). Both programs prepare professionals with expertise in related fields (for example, occupational therapy, social work, gerontology, rehabilitation, special education in visual impairment, O&M, et cetera) to provide comprehensive vision rehabilitation therapy services to blind or visually impaired adults/older adults by providing the course work and supervised field experiences required for Vision Rehabilitation Therapist certification by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

Both the Master of Science degree and certificate programs in Vision Rehabilitation Therapy require didactic coursework in addition to supervisory field practice and a full-time off-campus internship.

The College of Education and Rehabilitation offers part-time VRT master's degree and certificate programs online, with on-campus attendance required during a single, intensive, ten-week Summer Institute for all methodology and hands-on coursework.

All didactic course work must be completed prior to entry into the off-campus internship. Each student designs an Individualized Program of Studies (IPS) to ensure appropriate course sequencing and integration.

Scholarships are available to qualified applicants through a five-year, $500,000 grant from the US Department of Education, Rehabilitation Services Administration (RSA).

VISION REHABILITATION THERAPY MASTER OF SCIENCE DEGREE AND CERTIFICATE PROGRAMS

SEQUENCE OF COURSES

Please note: Courses marked as “blended” combine in person and online learning.

Master of Science in Rehabilitation Teaching – 44.5 credits

Spring

CER-BLV-5000AA Foundations of Education and Rehabilitation; 2.0 credits; blended

CER-BLV-5001AA Clinical and Functional Implications of Visual Impairment; 3.0 credits; distance education
CER-BLV-5002AA Psychological & Social Dynamics of Visual Impairment; 1.0 credit; blended
CER-BLV-5004AA Critical Analysis of Research; 3.0 credits; distance education
CER-BLV-5104AA Visual Impairment from Brain Injury; 1.0 credit; blended
CER-BLV-5105AA Literary Braille Code; 3.0 credits; distance education
CER-BLV-5500AA Principles of Vision Rehabilitation Therapy; 2.0 credits; blended

Summer

CER-BLV-5102AA Introduction to Orientation & Mobility; 1.0 credit; on-campus
CER-BLV-5106AA Braille Literacy; 0.5 credit; on-campus
CER-BLV-5130AA Low Vision Assessment & Intervention 1; 3.5 credits; blended
CER-BLV-5131AA Low Vision Assessment & Intervention 2; 3.0 credits; blended
CER-BLV-5502AA Independent Living Skills for VRTs; 4.0 credits; blended
CER-BLV-5503AA Literacy for Adults with Visual Impairment; 2.0 credits; distance education
CER-BLV-5504AA Communication Skills for VRTs; 1.0 credit; blended

Fall

CER-BLV-5003AA Human Development Across the Lifespan; 2.0 credits; distance education
CER-BLV-5103AA Introduction to Assistive Technology; 2.0 credits; distance education
CER-BLV-5501AA VRT and Multiple Disabilities; 2.0 credits; distance education

Upon Completion of Didactic

CER-BLV-6500AA VRT Fieldwork; 2.5 credits; blended
CER-BLV-6501AA VRT Internship; 6.0 credits; blended
CER-BLV-6590AA VRT Comprehensive Examination; 0.0 credits; distance education or on-campus

Certificate Program in Rehabilitation Teaching – 41.5 credits

Spring

CER-BLV-5000AA Foundations of Education and Rehabilitation; 2.0 credits; blended
CER-BLV-5001AA Clinical and Functional Implications of Visual Impairment; 3.0 credits; distance education
CER-BLV-5002AA Psychological & Social Dynamics of Visual Impairment; 1.0 credit; blended
CER-BLV-5104AA Visual Impairment from Brain Injury; 1.0 credit; blended
CER-BLV-5105AA Literary Braille Code; 3.0 credits; distance education
CER-BLV-5500AA Principles of Vision Rehabilitation Therapy; 2.0 credits; blended

Summer

CER-BLV-5102AA Introduction to Orientation & Mobility; 1.0 credit; on-campus
CER-BLV-5106AA Braille Literacy; 0.5 credit; on-campus
CER-BLV-5130AA Low Vision Assessment & Intervention 1; 3.5 credits; blended
CER-BLV-5131AA Low Vision Assessment & Intervention 2; 3.0 credits; blended
CER-BLV-5502AA Independent Living Skills for VRTs; 4.0 credits; blended
CER-BLV-5503AA Literacy for Adults with Visual Impairment; 2.0 credits; distance education
CER-BLV-5504AA Communication Skills for VRTs; 1.0 credit; blended

Fall

CER-BLV-5003AA Human Development Across the Lifespan; 2.0 credits; distance education
CER-BLV-5103AA Introduction to Assistive Technology; 2.0 credits; distance education
CER-BLV-5501AA VRT and Multiple Disabilities; 2.0 credits; distance education

Upon Completion of Didactic

CER-BLV-6500AA VRT Fieldwork; 2.5 credits; blended
CER-BLV-6501AA VRT Internship; 6.0 credits; blended

COURSE DESCRIPTIONS

Please note: Courses marked as “blended” combine in person and online learning.

Foundations of Education & Rehabilitation | 2 credits | Spring
CER-BLV-5000AA
This is survey course representing disciplines dedicated to the education and rehabilitation of individuals with visual impairments. The course introduces learners to history, definitions, legislation, referral processes, education and rehabilitation planning, procedures and resources (human, physical, financial), cultural diversity, learning theories and teamwork related to the needs of individuals with visual impairments. Learners will explore professionalism and ethics as well as issues related to accessibility, privacy, confidentiality, and advocacy.

Course Format: Blended (distance education and community-based)
Clinical and Functional Implications of Visual Impairment | 3 credits | Spring
CER-BLV-5001AA
The student will know the anatomy of the eye, visual pathways, optics, visual examinations, eye disorders, age related changes in the eye, innervations of the eye, medications and their side effects, and disease of the eye as well at the functional and educational implications. The student will understand and be able to relate these topics functionally to an individual’s visual performance.

Course Format: Distance Education

Psychological & Social Implications of Visual Impairment | 1 credit | Spring
CER-BLV-5002AA
This course explores the psychosocial factors affecting the process of adjustment to visual impairment across the life span. Through case analysis and consumer participation, learners explore a variety of issues related to adjustment, including demographics, life stage, type of visual impairment, personality, self-concept, social support network and the grieving process. The course also explores the impact of societal attitudes and stereotypes toward blindness and visual impairment. An overview of the range of psychosocial interventions is provided including resources for referrals.

Course Format: Distance Education

Human Development Across the Lifespan | 2 credits | Fall
CER-BLV-5003AA
Learners study the course of human development from conception through late adulthood. Topics include normative changes in motor development, cognition, sensation and perception, physiology, and social development. Special emphasis is placed upon the critical role of vision and the accompanying process of visual changes across the life span. In addition, demographic trends and an in-depth study of the network of services for older adults are provided.

Course Format: Distance Education

Critical Analysis of Research | 3 credits | Spring
CER-BLV-5004AA
This course teaches learners the tools necessary for becoming critical readers of research and how to conceptualize and conduct basic research in their professional environments. Learners become familiar with the basic attributes of quantitative and qualitative methods of research and investigate the ethics involved in conducting research. Research designs covered include true experimental, quasi-experimental, descriptive, correlational, single-subject, survey, ethnographic and case study approaches.

Course Format: Distance Education
Introduction to Braille | 0.5 credit | Summer
CER-BLV-5100AA
This course involves learning uncontracted braille and the use a variety of tools to produce the basic braille alphabet, numbers and punctuation as well as raised line diagrams for labeling and maps. The course provides learners with information about Americans with Disabilities Act (ADA) signage regulations and resources for how to interpret contractions used in braille signage.
Course Format: On-Campus

Introduction to Independent Living Skills | 1 credit | Summer
CER-BLV-5101AA
Learners will be provided with online and hands-on instruction and rehabilitation training practice (using low vision simulators and blindfolds) in the methods and adaptive techniques used by vision professionals in the following independent living skill areas: (a) cleaning skills and household safety, (b) labeling, (c) money identification, (d) time identification, (e) basic food preparation, (f) telephone skills, and (g) signature and handwriting guides. Classes emphasize the utilization of adaptive techniques and resource gathering, and address skills that are appropriate for children, adolescents, adults, and older adults.
Course Format: On-Campus

Introduction to Orientation and Mobility | 1 credit | Summer
CER-BLV-5102AA
Students will learn about the role and impact of Orientation and Mobility (O&M) instruction on the development and quality of life of students/clients with vision impairments at different life stages. They will become aware of their role as vision professionals in the identification of O&M needs and goals, as well as the provision of instruction/reinforcement of basic mobility skills for their students/clients. Through practice under blindfold/low vision simulation and role-play situations, students will become proficient in basic indoor orientation and mobility techniques.
Course Format: On-Campus

Introduction to Assistive Technology | 2 credits | Fall
CER-BLV-5103AA
Learners are introduced to a wide variety of technology that assists children and adults with visual impairments and multiple disabilities to access information, support learning and activities of daily living. The course provides hands-on experience with a variety of technologies and affords learners the opportunity to observe and teach these technologies. Issues related to legislation, financing, assessment and instructional strategies for teaching access technology are discussed.
Course Format: Distance Education
Visual Impairment from Brain Injury | 1 credit | Spring
CER-BLV-5104AA
This course addresses evaluation and intervention for people of all ages experiencing difficulties secondary to visual processing impairment from acquired brain injury. When working with the brain injured population, intervention focuses on the remediation of deficits through neuro-rehabilitative methods and developing task and environmental adaptations. Topics include: evaluation and intervention for patients with acquired brain injuries related to visual acuity, visual field, oculomotor function, and visual attention and cognitive processing. Utilizing this information, students will understand the foundations of visual signs and symptoms following a brain injury, as well as the best method of rehabilitating and addressing these issues.

Course Format: Blended (distance education and community-based)

Literary Braille Code | 3 credits | Spring
CER-BLV-5105AA
This course is designed to teach students to read (visually and/or tactually) and write the Literary Braille Code, based upon the rules in the most recent rule book, English Braille American Edition. Students will learn to write in both uncontracted braille and contracted braille. Students will learn to read single-sided braille material, as well as inter-point braille (braille which is embossed on both sides of the page). Students will learn to write braille using a slate and stylus (the braille user’s pencil) and the computer keyboard using Perky Duck braille emulation software.

Course Format: Distance Education

Braille Literacy | 0.5 credit | Summer
CER-BLV-5106AA
This is a hands-on course that provides learners with experience in designing a braille literacy program for individuals who are blind or visually impaired. Learners select from a variety of activities related to their program of studies (TVI or VRT), such as analysis of curriculum materials for teaching reading to children or adults, performance of a learning media assessment, teaching the use of a braille notetaker, teaching the use of a labeling code such as Fishburne or Moon.

Course Format: On-Campus

Low Vision Assessment & Intervention 1 | 3.5 credits | Summer
CER-BLV-5130AA
This course focuses on two areas: 1) strategies for assessing the visual functioning of children and adults with low vision, and 2) strategies for stimulating and enhancing visual functioning and efficient use of vision without low vision optical devices. Initial areas of emphasis include techniques for the functional assessment of visual acuity and visual fields, and assessment of the functional performance of vision in day-to-day activities across different school, home,
recreation and work environments. The second part of this course focuses on assessing and enhancing the functional visual developmental levels and visual efficiency of infants and children, including those with multiple impairments. Course content involves a combination of theory and practice assignments, low vision simulations, and in-class and online discussions centered on the assessment and enhancement of functional vision.

Course Format: Blended (distance education and on-campus)

**Low Vision Assessment & Intervention 2 | 3 credits | Summer**

CER-BLV-5131AA

This course focuses on intervention strategies for enhancing visual functioning of children and adults with low vision. Areas of emphasis include: detailed assessment and instructional strategies for the utilization of near, intermediate and distance optical devices; visual efficiency instruction without optical devices; interpretation of environmental cues for distance, depth and orientation; reading with low vision, and specialized topics such as low vision driving, visual field enhancement systems, and overview of vision rehabilitation for individuals with head injuries. Course content involves a combination of theory and practice assignments, low vision simulations, and in-class and online discussions centered on the assessment and enhancement of functional vision.

Course Format: Blended (distance education and on-campus)

**Low Vision Assessment & Intervention 3 | 3 credits | Fall**

CER-BLV-5132AA

This course offers participants the opportunity to apply the concepts addressed in the two pre-requisite courses (Low Vision Assessment & Intervention 1 and Low Vision Assessment & Intervention 2) and extend practical knowledge in the area of low vision rehabilitation. Course topics include but are not limited to literacy and low vision, video magnification evaluations, documentation procedures and implications for reimbursement, artificial vision, and the future of medical and technological advancements.

Course Format: Distance Education

**Principles of Low Vision Rehabilitation | 3 credits | Spring**

CER-BLV-5200AA

This course provides an overview of the field of low vision rehabilitation and helps define best practices for the type of low vision clinic/practice setting where students may envision themselves working. Explored are components of low vision rehabilitation services, various models of service delivery, the identification of needs for low vision rehabilitation services, and the management, funding and evaluation of low vision rehabilitation services. Principles of Low Vision Rehabilitation prepares students to develop and finance low vision services, and to assume greater responsibilities in current and future work settings in the field of low vision rehabilitation.

Course Format: Distance Education
LVR & Multiple Disabilities | 2 credits | Spring
CER-BLV-5201AA
LVR & Multiple Disabilities complements Human Development Across the Lifespan and is designed to provide a more thorough understanding of the impact of additional disabilities and chronic medical conditions in the low vision rehabilitation process.

Course Format: Distance Education

LVR Independent Study | 2 credits | Summer
CER-BLV-5290AA
LVR Independent Study provides master’s degree students with the opportunity to select and research an area of interest in low vision rehabilitation. Collaborating with an assigned faculty advisor, students select a topic of choice and prepare a professional document about this selected area of interest (e.g., article for publication, compendium, booklet or other professional product), and develop and enhance the permanent product for a particular audience.

Course Format: Distance Education

LVR Fieldwork | 2 credits | Summer
CER-BLV-6200AA
LVR Fieldwork assures that alumni of the Salus Low Vision Rehabilitation program have the basic skills necessary to provide quality low vision assessment and intervention services in their specific disciplines to individuals with low vision of all ages and abilities. Students observe the clinical low vision rehabilitation examination process under joint agency and Salus supervision. All students must have at least one Certified Low Vision Therapist (CLVT) as a supervisor (either on- or off-site). All internship sites and supervisors will meet Academy of Certification of Vision Rehabilitation and Education Professionals (ACVREP) certification criteria.

Course Format: Blended (distance education, on-campus and community-based)

LVR Internship | 6 credits | Any Semester
CER-BLV-6201AA
LVR Fieldwork assures that alumni of the Low Vision Rehabilitation program have the skills necessary to provide quality low vision assessment and intervention services in their specific disciplines to individuals with low vision of all ages and abilities. Interns assess patient needs, formulate plans in cooperation with them, according to the policies and procedures of their respective service settings, and instruct under joint agency and Salus supervision.

Course Format: Blended (Distance Education and Community-Based)
LVR Comprehensive Examination | 0 Credits | Any Semester  
CER-BLV-6202AA

Course Format: Distance Education

O&M Techniques | 5 credits | Summer  
CER-BLV-5300AA
This course will provide instruction and practice in skills and techniques used in independent travel by individuals with visual impairments. Students will experience traveling in a variety of indoor and outdoor settings under blindfold and a variety of simulated vision losses. The course will also address instructional strategies, including lesson planning, proper sequencing, and pacing, as well as specific teaching tools. Students will apply these skills by planning and conducting lessons for each other, while receiving feedback from course instructors.

Course Format: On Campus

O&M for Individuals with Low Vision | 2.5 credits | Fall  
CER-BLV-5301AA
This course provides assessment techniques and intervention strategies for enhancing the orientation and mobility performance of individuals with low vision. The first part of this course provides information on topics including: the history and development of the field of Low Vision Orientation and Mobility; O&M performance; choosing appropriate environments for assessments; functional mobility implications of clinical eye reports; common eye conditions and their functional effect on O&M performance; and mobility problems common to persons with low vision. The last part of this course focuses on assessment and intervention strategies working with both the unaided and aided visual system. Course content involves lectures on theory with field practice in areas such as instructional strategies for enhancing visual efficiency; distance and depth perception; analysis, modification and use of environments for visual awareness, orientation and safety; use of visual cues and landmarks; and night mobility lessons. Simulation experiences occur in a variety of environments during both day and evening conditions.

Course Format: Blended (distance education and on-campus)

Beyond the Basics of O&M | 2 credits | Fall  
CER-BLV-5302AA
This course will provide a forum for learners to explore specific areas related to teaching O&M. Topics will include: intersection design and analysis; modern signalization; challenges for blind and visually impaired pedestrians at complex intersections; accessible pedestrian signals; detectable warnings; legislation related to the public rights-of-way; transit system accessibility; and advocacy. Online discussions and assignments are designed to encourage each learner to become an active participant in a collaborative learning process.

Course Format: Distance Education
Principles of O&M 1 | 2 credits | Spring  
CER-BLV-5330AA  
In this course learners are introduced to the philosophies, definitions, history of O&M, professional organizations, national certification and current issues in the field. The course also prepares students to understand, plan and conduct individualized O&M assessments and share the results with students, families and other professionals within a framework of cultural sensitivity. Fieldwork observations, through which students explore and learn about various service delivery settings and models, are also required as part of this course.

Course Format: Distance Education

Principles of O&M 2 | 3 credits | Fall  
CER-BLV-5331AA  
This course provides opportunities to gain knowledge and practical experiences regarding Orientation and Mobility. It includes required readings, materials and assignments that will increase the learner’s knowledge and capabilities in the following areas: transitioning from assessments to instruction; writing O&M goals and objectives; analyzing environments, planning appropriate and well sequenced mobility lessons; learning about mobility systems other than the long cane (e.g., guide dogs); modifying traditional O&M techniques for individuals from different age groups; and a thorough understanding of the impact of additional disabilities and chronic medical conditions in the O&M instructional process.

Course Format: Distance Education

O&M Independent Study | Variable Credits | Any Semester  
CER-BLV-5390AA  
This course provides an opportunity for students to complete an independent project/course of study that will enhance their knowledge of a specific aspect or area in the field of Orientation and Mobility. The course is designed to address the student’s individual needs, interests and aptitudes. A supervising faculty member approves and/or helps design the project and its expected outcomes. The project is typically completed within one semester.

Course Format: Variable

Expanding the Core Curriculum & Educating Emergent Bilinguals | 3 credits | Summer  
CER-BLV-5400AA  
This course explores all areas of the expanded core curriculum, with special emphasis on assessment and instruction of social skills, recreation and leisure, career education, and self-advocacy skills needed by children and adults who are visually impaired. Hands-on experience with appropriate materials and assistive technology to be used by children who are visually impaired in each of these expanded core curriculum areas is provided. This course will also provide an introduction to the basic theoretical concepts and principles underlying major
approaches to second language (L2) teaching. Students will gain knowledge and understanding the roles of the teacher and learner in L2 teaching, and the methods and techniques of L2 teaching. Students will also learn about the impact of sensory impairments or multiple disabilities on second language acquisition.

Course Format: Distance Education

Teaching Students with Multiple Disabilities | 2 credits | Fall
CER-BLV-5401AA
Teaching Students with Multiple Disabilities addresses assessment and instruction of children with visual impairments who also have developmental delays (including PDD, or Autism Spectrum disorders), behavior disorders, medical conditions (including seizures, feeding difficulties, or severe health issues), hearing impairment, speech or communication disorders, and those with common syndromes or eye disorders related to multiple disabilities (such as CVI, TBI, ROP, Septo-Optic Dysplasia).

Course Format: Distance Education

Nemeth and Other Specialized Codes | 2 credits | Summer
CER-BLV-5402AA
Nemeth and Other Specialized Codes is a hands-on course that provides learners with the ability to transcribe Nemeth Code using the Perkins brailler and braille production software. Learners become proficient in teaching the abacus. Other materials and aids for instruction in mathematics and science are introduced. Students will also receive instruction and create assignments in the music braille code and foreign language braille code at the entry level.

Course Format: On-Campus

Literacy for Students with Visual Impairment | 3 credits | Fall
CER-BLV-5403AA
In Literacy for Students with Visual Impairments, students develop a deep impairments. This course focuses on assessment of learning media, print and braille instruction, and the integration of technology in a literacy program. Students learn how to teach reading and writing with braille as the literacy medium to children and adults, including those with additional disabilities. This course covers various approaches of literacy instruction for this population.

Course Format: Distance Education
Principles of Teaching Students with Visual Impairment 1 | 3 credits | Spring  
CER-BLV-5430AA
Principles of Teaching Students with Visual Impairment 1 provides the methods by which teachers of the visually impaired assess and instruct the wide variety of children with visual impairments. Issues related to assessment and instruction of children with visual impairment include, but are not limited to, special and environmental modifications, strategies for teaching concept development, and ethics related to decision-making and the role of the teacher of the visually impaired in relation to the other professionals who will be working with children with visual impairments.

Course Format: Distance Education

Principles of Teaching Students with Visual Impairment 2 | 1 credit | Fall  
CER-BLV-5431AA
Principles of Teaching Students with Visual Impairments 2 focuses on being a professional. Students will explore the role of the TVI in communicating with the educational team including the student and parents. Ethical behavior, cultural biases, and the building of collaborative relationships will be discussed. The importance of continuing education and lifelong professional development will be covered, as well as opportunities to obtain ongoing staff development. As part of the course, students will articulate their personal philosophy of special education as it relates to working with visually impaired students and share it with the class.

Course Format: Blended (distance education and community-based)

TVI Independent Study | Variable Credits | Any Semester  
CER-BLV-5490AA
This course provides an opportunity for students to complete an independent project/course of study that will enhance their knowledge of a specific aspect or area in the field of education of students who are visually impaired. The course is designed to address the student’s individual needs, interests and aptitudes. A supervising faculty member approves and/or helps design the project and its expected outcomes. The project is typically completed within one semester.

Course Format: Variable

Principles of Vision Rehabilitation Therapy | 2 credits | Spring  
CER-BLV-5500AA
This course provides students with information, links, video clips, resources and periodic discussions that address the history and development of the Vision Rehabilitation Therapy (VRT) profession, and provide an in-depth examination of the techniques and skills involved in VRT-specific assessment, lesson planning and instruction. As the course progresses, make note of the emphasis upon United States-based assessment and instructional strategies that utilize the principles of adult learning theory.

Course Format: Distance Education
VRT and Multiple Disabilities | 2 credits | Fall
CER-BLV-5501AA
This course complements Human Development and provides students with information, links, video clips, resources and periodic discussions that address the impact of additional disabilities and chronic medical conditions in the VRT instructional process.

Course Format: Distance Education

Independent Living Skills for Vision Rehabilitation Therapists | 4 credits | Summer
CER-BLV-5502AA
This course is designed to provide the learner with hands-on instruction, web-based learning and rehabilitation training practice in the methodologies and adaptive techniques utilized by the professional rehabilitation teacher/vision rehabilitation therapist (VRT) in the following adaptive independent living skill areas: (a) eating skills, (b) stove top, oven, and microwave safety techniques, (c) basic meal preparation, (d) cleaning skills, (e) basic home mechanics, (f) diabetic management, (g) labeling techniques, including medication management and identification, (h) money identification and management, (i) grooming and hygiene, (j) time identification, (k) clothing care, (l) needle threading, (m) hand and machine sewing, (n) crafts, handicrafts and games.

Course Format: Blended (distance education and on-campus)

Literacy for Adults with Visual Impairment | 2 credits | Summer
CER-BLV-5503AA
In Principles of Literacy for Adults with Visual Impairment, students develop a deep understanding of teaching and learning of literacy skills for adults with visual impairment. This course focuses on assessment of learning media, print and braille instruction, and the integration of technology in a literacy program. Students learn how to teach reading and writing with braille as the literacy medium to adults with adventitious visual impairments.

Course Format: Distance Education

Communication Skills for Vision Rehabilitation Therapists | 1 credit | Summer
CER-BLV-5504AA
This course is designed to provide the learner with hands-on instruction, web-based learning and rehabilitation training practice in the methodologies and adaptive techniques utilized by the professional rehabilitation teacher/vision rehabilitation therapist (VRT) in the following adaptive communication skill areas: (a) telephone skills and directory assistance, (b) writing skills, including signature, letter, list and check writing, (c) National Library Service/Library of Congress eligibility and certification requirements, (d) Talking Book/Cassette Playback Machine skills and Digital Talking Book skills, (e) recording skills, including
maintenance and repair of recording devices, and tape indexing, (f) listening skills, (g) acquisition and use of readers, (h) radio reading services, and (i) postal regulations.

Course Format: Blended (Distance Education and On-Campus)

**VRT Independent Study | Variable Credits | Any Semester**

**CER-BLV-5590AA**

This course provides an opportunity for students to complete an independent project/course of study that will enhance their knowledge of a specific aspect or area in the field of Vision Rehabilitation Therapy. The course is designed to address the student’s individual needs, interests and aptitudes. A supervising faculty member approves and/or helps design the project and its expected outcomes. The project is typically completed within one semester.

Course Format: Variable

**O&M Fieldwork | 3 credits | Any Semester**

**CER-BLV-6300AA**

This course is a field practicum course. Learners will be mentored by an ACVREP Certified O&M Specialist to apply newly acquired knowledge and skills into serving individuals with visual impairments. The emphasis will be placed on techniques and strategies for providing quality assessment and instruction to a variety of individuals with visual impairments, including those with multiple disabilities. It is expected that the learners will conduct themselves in a professional manner at all times and keep all appointments. Learners will also be assigned a Salus University faculty supervisor to monitor performance and progress. In addition, this course will provide an online forum (Blackboard) for students to discuss their experience, exchange ideas and strategies with one another and the course coordinator, and learn about new products, resources, or journal articles. Students are expected to log into the course’s Blackboard component at least twice a week for the duration of the semester.

Course Format: Blended (distance education and community-based)

**O&M Internship | 6 credits | Summer**

**CER-BLV-6301AA**

This course is a field practicum course. Learners will be mentored by an ACVREP Certified O&M Specialist to apply newly acquired knowledge and skills into serving individuals with visual impairments. The emphasis will be placed on techniques and strategies for providing quality assessment and instruction to a variety of individuals with visual impairments, including those with multiple disabilities. It is expected that the learners will conduct themselves in a professional manner at all times and keep all appointments. Learners will also be assigned a Salus University faculty supervisor to monitor performance and progress.
In addition, this course will provide an online forum (Blackboard) for students to discuss their experience, exchange ideas and strategies with one another and the course coordinator, and learn about new products, resources, or journal articles. Students are expected to log into the course’s Blackboard component at least twice a week for the duration of the semester.

Course Format: Blended (Distance Education and Community-Based)

**O&M Comprehensive Examination | 0 Credits | Any Semester**
CER-BLV-6302AA

Course Format: Distance Education or On-Campus

**TVI Fieldwork | 2 credits | Any Semester**
CER-BLV-6400AA

Fieldwork is an independent study experience designed to enrich the breadth of first-hand knowledge of the professional roles and service delivery systems likely to impact the education of children who are blind or visually impaired, including those with multiple disabilities. The course instructor and student design the fieldwork experience for each learner. The specific course requirements are determined based on the student’s experience in the field of general and special education and specifically education of infants, children and youth who are blind and visually impaired, including those with multiple disabilities.

Course Format: Blended (distance education and community-based)

**TVI Internship | 6 credits | Any Semester**
CER-BLV-6401AA

This course is a student teaching course. Learners will be mentored by a certified Teacher of Students with Visual Impairments (TVI) to apply newly acquired knowledge and skills into serving individuals with visual impairments and additional disabilities. The emphasis will be placed on techniques and strategies for providing quality assessment and instruction to a variety of individuals with visual impairments, including those with multiple disabilities. It is expected that the learners will conduct themselves in a professional manner at all times. Learners will be assigned a Salus University faculty supervisor to monitor performance and progress.

Course Format: Blended (distance education and community-based)

**TVI Comprehensive Examination | 0 Credits | Any Semester**
CER-BLV-6490AA

Course Format: Distance Education or On-Campus
VRT Fieldwork | 2.5 credits | Any Semester  
**CER-BLV-6500AA**  
This course provides students with an initial exposure to agencies, professionals, and practice methods in the field of Vision Rehabilitation Therapy. Learners begin to apply the competencies they have acquired in didactic and laboratory experiences to individuals in a variety of service delivery systems. Learners work at fieldwork sites under joint on-site and University supervision. On-site supervisors are expected to provide direct, consistent observation and feedback, as well as meet regularly with learners to discuss their activities, responsibilities, and the supervisor's ongoing assessment of learner performance.

Course Format: Blended (distance education and community-based)

VRT Internship | 6 credits | Any Semester  
**CER-BLV-6501AA**  
This course provides learners with the opportunity to engage directly with clients and consumers who are blind or visually impaired during 400 contact hours and 14 weeks of learning experience. Learners apply the competencies they have acquired in didactic and laboratory experiences to individuals in a variety of service delivery systems. Learners participate in observation, direct client/consumer contact, meetings with staff, and other special projects during the assigned internship days. Learners will also have opportunities to identify and work cooperatively with selected community resources to ensure the application of a full range of holistic Vision Rehabilitation Therapy interventions. All internship sites and supervisors meet the certification criteria of the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

Course Format: Blended (distance education and community-based)

VRT Comprehensive Examination | 0 Credits | Any Semester  
**CER-BLV-6590AA**
SCHOLARSHIPS AND GRANTS

Salus University College of Education and Rehabilitation often has scholarships and student stipends available to support the study of matriculating U.S. citizens. Matriculating students are those who apply for specific programs and intend to earn their degree or certificate.

These scholarships are most often funded through the U.S. Department of Education, Office of Special Education and Rehabilitative Services, and either the Rehabilitation Services Administration or Office of Special Education Programs. Students enrolled in one of our off-campus programs may have additional tuition support made available through contributions from the Department of Education of their state of residence.

Scholarships average between 50% to 100% tuition coverage in one of the four areas of study available through the University’s College of Education and Rehabilitation.

Students studying in one of the University’s off-campus programs may have additional tuition support made available through contributions from the student’s own state department of education.

U.S. citizens who plan to be either full or part-time students are encouraged to inquire as to availability of scholarships at the time of their application for study. At this time, there are no scholarship funds available for students who wish to register for just one or a few courses, although individuals are encouraged to take courses for continuing professional development or to refresh or update knowledge and skills. Scholarships are not available to non-matriculating students.

Scholarships from the Rehabilitation Services Administration and Office of Special Education Programs have a work payback requirement. Payback agreement manual and forms are provided to all students who are eligible to receive scholarship assistance. This agreement will become a contract between the student and the funding source.

Rehabilitation Services Administration Scholarships

The Rehabilitation Services Administration, historically, has provided scholarships for matriculated students in:

• Master of Science or Certificate Program in Orientation & Mobility Therapy

• Master of Science or Certificate Programs in Vision Rehabilitation Therapy (formerly Rehabilitation Teaching)

• Master of Science or Certificate Programs in Low Vision Rehabilitation

Scholarships are currently available in all of the above programs.
Office of Special Education Programs Scholarships
Scholarships from the Office of Special Education Programs are available for matriculating students in:

- Master of Education/Certificate Programs in Education of Children and Youth with Visual or Multiple Impairments
- Certificate Program in Orientation and Mobility Therapy

COMMENCEMENT AWARDS
Salus University students of high academic standing are acknowledged during commencement activities for their outstanding academic and clinical achievements.

NOIR Low Vision Award
Awarded to student(s) who have achieved academic excellence in Low Vision Rehabilitation.

Ambutech Orientation and Mobility Award
Awarded to a graduate student in the O&M program who shows excellence throughout their program, particularly in their fieldwork/internship experience.
OCCUPATIONAL THERAPY PROGRAMS

The University offers a Master of Science degree in Occupational Therapy (MSOT).

The Salus University Master of Science in Occupational Therapy (MSOT) degree program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). AOTA is located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. ACOTE’s telephone number, c/o AOTA, is 301.652-AOTA (2682), and its web address is www.acoteonline.org.

ADMISSIONS

Criteria

The College of Education and Rehabilitation actively seeks individuals with an undergraduate degree and diverse life experiences who desire to become occupational therapists. The Admissions Committee has established policies that include the selection of applicants best qualified to serve the public and the profession in the years to come.

Many factors are considered in selecting students for our program including: academic performance; motivation; extracurricular activities and interests; related and unrelated work experience; personal achievements; essays, and letters of evaluation.

In weighing academic performance, the applicant’s grade point average, performance in prerequisite courses, number of college credits completed, and degree status are taken into consideration.

It is recommended that students with less than a 3.0 (B) grade point average consult the Office of Admissions prior to applying.

Prerequisites

All required course work listed below must be completed at the college level with a grade of B or better. An applicant need not have completed all prerequisites prior to filing an application, but must be able to complete all outstanding prerequisites prior to enrollment.
Prerequisite Courses

A total of at least 21 semester credits are required in the following areas:

**Anatomy and Physiology 1 with lab (or Anatomy with lab)

**Anatomy and Physiology 2 with lab (or Anatomy with lab)

Statistics (Psychology or Sociology based course recommended)

Abnormal Psychology

Development of Lifespan Psychology

Cultural or Ethnic Diversity

Sociology (or Cultural Anthropology)

Prerequisites credits completed ten or more years prior to the anticipated entrance date will be reviewed for approval on an individual basis.

(** Anatomy and Physiology course work completed with an Exercise Science or Kinesiology department will also be accepted. Similar course work may be reviewed on a case by case basis for an approved substitution.)

Interview Process

Individuals successfully meeting the above criteria receive an invitation to visit our campus for an interview, which provides further insight into the applicant’s characteristics and motivation. Applicants also have the opportunity to meet with an Admissions staff member to discuss his or her application, tour our campus and meet with personnel from the Financial Aid Office.

Notification of Acceptance

An applicant may be notified of his or her acceptance as early as October. Upon receipt of acceptance, an applicant is required to pay a $1,000 matriculation fee to the University prior to the start of classes, payable as follows:

Return the matriculation form with 14 days of the date of the acceptance letter. A $500 deposit is due by January 15. If accepted after January 15, the $500 deposit must accompany the matriculation form.

The balance of $500 for the matriculation fee is due April 15.

All monies received above will be applied toward first term fees.
FINANCIAL INFORMATION

A graduate education carries variable costs that are dependent on a number of factors. In addition to tuition and fees, there are living expenses, books, equipment and incidental expenses to be considered. A variety of financial assistance is available to students in the form of scholarships, grants, student loans, and work-study opportunities. Additional information relating to financial assistance can be found in the Student Handbook.

Tuition

Tuition and fees for the Master of Science degrees are due and payable two weeks prior to the start of each session and are subject to change.

Tuition: $810 per credit hour.

Fees

Activity fee is $290. Activity fees are billed at the beginning of the first semester.

Laboratory fee is $60. Laboratory fees are billed each semester from fall of the first year through fall of the second year.

Technology fee is $120. Technology fees are billed every semester.

Background compliance fee: $150. Background fees are billed in the first semester of the first year and in the summer semester of subsequent years.

Commencement fee is $195. Commencement fees are billed during the first semester of the year in which the student graduates.

Drop/Adds must be completed within two weeks after the first day of the semester. Some courses start at a time other than the first day of the semester but must be added or dropped within two weeks of the semester, regardless of a course start date. Drop/Adds must be filed directly with the Registrar’s office.

The University’s refund policy can be found on page 14.
Application Process

To be considered, an applicant must:

- Submit a properly completed application to the Occupational Therapy Centralized Application Service (OTCAS). (www.otcas.org)

- Submit official transcripts from all colleges and universities attended (or currently attending) directly to OTCAS.

- Complete a bachelor's degree from an accredited college or university, prior to enrollment. It is highly recommended that an applicant have a minimum cumulative undergraduate GPA of 3.0 on a 4.0 scale. Students with less than a 3.0 GPA should consult the Admissions Office prior to applying.

- Complete admissions prerequisites at the college level with a grade of B- or better. Prerequisite courses must be completed prior to starting the program, not prior to application.

- Acquire a minimum of 50 hours of observation experience with an Occupational Therapist. At least two different occupational therapy settings are highly recommended (may be volunteer and/or employment).

- Three letters of evaluation are required. Arrange to have forwarded directly to OTCAS the following letters of evaluation:
  
  - One letter from a Registered Occupational Therapist (OTR) regarding your work, shadowing, or observation experience.
  
  - One letter from a teaching faculty member (at the undergraduate level or above) or research supervisor assessing your ability to complete graduate work, and qualifications for a professional scholarly career.
  
  - One letter must be written from a person with authority (i.e. faculty, work supervisor, OT professional, etc.) regarding your work and/or assessing your qualifications for graduate education, ability to complete graduate work, and qualifications for a professional scholarly career. (Additional letters will enhance the file, but will not fulfill our required letters of evaluation.)
• Submit satisfactory score results of the Graduate Record Examination (GRE) or the Millers Analogies Test (MAT) should be forwarded to the Office of Admissions. Per Salus University policy, there is no specific range set for scores from standardized tests; this information is used in conjunction with other materials, along with the interview process, to determine if a candidate is appropriate for the OT program.

• The MAT institution code is 2556 and the GRE institution code is 2645. Per University policy, there is no specific range set for scores from standardized tests; this information is used in conjunction with other materials along with the interview process to determine if a candidate is appropriate for the OT program.

Prerequisites*

• All required course work must be completed at the college level with a grade of B- or better. An applicant need not have completed all prerequisites prior to filing an application, but must be able to complete all outstanding prerequisites prior to enrollment. There are 21 prerequisite credit hours required.

Interview Process

Individuals successfully meeting the above criteria receive an invitation to visit our campus for an interview, which provides further insight into the applicant’s characteristics and motivation. Applicants also have the opportunity to meet with an Admissions staff member to discuss his or her application, tour our campus and meet with faculty from the program. Information regarding financial aid will also be provided.

Notification of Acceptance

An applicant may be notified of his or her acceptance as early as October. Upon receipt of acceptance, an applicant is required to pay a $1,000 matriculation fee to the University prior to the start of classes, payable as follows:

• Return the matriculation form with 14 days of the date of the acceptance letter. A $500 deposit is due by January 15. If accepted after January 15, the $500 deposit must accompany the matriculation form.

• The balance of $500 for the matriculation fee is due April 15.

• All monies received above will be applied toward first term fees.
Program Overview

The Master of Science degree program in Occupational Therapy (MSOT) provides students with the basic skills needed as a direct care provider, consultant, educator, manager, researcher and advocate for both the profession and the consumer. Our Master’s degree OT program is designed to graduate entry level occupational therapists who can contribute to the well-being of both their clients and their profession.

The Master of Science degree in Occupational Therapy (MSOT) at Salus University requires 64 semester hours for completion, typically over a period of 23 months beginning mid-August of year one and extending through June of year two. Our program uses a cohort model to build a community of learners “who learn by doing” in experiential classes and reflect upon their learning.

Prior to entering the program, applicants must provide evidence of a bachelor’s degree and completion of 21 credit hours of foundational prerequisite courses for partial completion of ACOTE standards.

To meet the required 64 graduate semester credits for the MSOT degree, students are required to complete 26 courses including all fieldwork Level II courses and a capstone project. Students must complete the entire program in no more than five years.

After successfully completing the program, graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR).

Students will then be able to obtain a license to practice in the state of their choice. Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. (Please note that a felony conviction may affect a graduate’s ability to sit for the NBCOT Certification Examination or attain state licensure).
Curriculum

Master of Science Degree in Occupational Therapy (MSOT)

OVERVIEW

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Course Descriptions

Foundations of Occupational Therapy (4 credit hours)
CER-OCT-5000-AA
This course provides students with foundational knowledge in occupation-based practice through reflection on curricular themes and participation in lecture and lab experiences. Course content emphasizes occupation-centered factors as students learn activity analysis and occupation-based concepts that are central to doing and define our scope of practice.

Physiology (3 credit hours)
CER-OCT-5001-AA
Provides occupational therapy students with an understanding of the body functions that support health or can underlie disease processes, including inflammatory aspects, infectious conditions and genetic mechanisms in health and disease. There is an emphasis on neurological functions and the structures that support these functions. Lectures proceed through organized systems with presentations emphasizing normal physiology of that system, followed by a brief introduction to pathophysiology of diseases important to that system.

Biopsychosocial Development Across the Lifespan (2 credit hours)
CER-OCT-5002-AA
Focuses on individual development from the pre-natal period through older adulthood. Interaction of physical, psychological, cultural and social systems on the individual’s adaptation will be examined. The interface of normative developmental issues and impairment will be explored. Changes in occupational engagement and impact of lifestyle choice, disability and chronic illness over the life-span will be included. The course uses lecture and small group format to develop the knowledge, skills, and attitudes necessary for the understanding of, communication with clients and their families.

Functional Anatomy and Kinesiology (3 credit hours)
CER-OCT-5003-AA
Provides occupational therapy students with intensive instruction in gross human anatomy and functional kinesiology. Through lecture and guided experiential learning, this course has an emphasis on body structures supporting neuromusculoskeletal and movement-related structures. Laboratory instruction provides small group, instructor-guided experiences, including human cadaver dissection, manual muscle testing and goniometry.
Applied Tenets 1 (2 credit hours)
CER-OCT-5030-AA
Introduces the first rotation of supervised Fieldwork Level I where students demonstrate beginning competency in application of critical analysis within the context of scholarship, humanism, and occupation-based practice. In all three Level I fieldwork rotations students build on their understandings of the curricular theme of occupation. In addition, the focus of this fieldwork experience will be to reinforce understandings of interdisciplinary teams. Students will be able to clearly define the scope of practice for OT's while learning more about how to work with other professionals in clinical settings.

Applied Tenets 2 (2 credit hours)
CER-OCT-5031-AA
Applied Tenets 2 continues to develop competency in application of critical analysis within the context of scholarship, humanism, and occupation-based practice. In all three Level I fieldwork rotations students build on their understandings of the curricular theme of occupation. In addition, the focus of this fieldwork experience will be to reinforce critical reasoning as it relates to practice. Clinical reasoning skills will be challenged this semester by increasing complexity of cases used in didactic teaching, as well as application within the clinic setting.

Applied Tenets 3 (2 credits)
CER-OCT-5032-AA
Applied Tenets 3 is the third and final level I fieldwork experience. It continues to develop competency in application of critical analysis within the context of scholarship, humanism, and occupation-based practice. In all three Level I fieldwork rotations students build on their understandings of the curricular theme of occupation. In addition, the focus of this fieldwork experience will center on professional development and leadership in the field. Students will learn to identify ways to advocate for clients and understand how to take on professional development and leadership roles in a clinical setting.

Research Methods (3 credit hours)
CER-OCT-5100-AA
This course introduces the student to foundational components of occupational therapy research, including both qualitative and quantitative methodologies. The quantitative research part of this course will include searching, evaluating and synthesizing relevant research literature, identifying and developing a research question, exposure to the range of outcomes and measurements utilized in occupational therapy, sampling methods, research designs, and basic statistical analyses and interpretation. The course will provide skills and experience with systematically developing a quantitative research design proposal. The qualitative research part of this course will introduce the student to the major approaches used in conducting qualitative research and the application of these methods to problems and phenomena in occupational therapy. Students will have an opportunity to participate in a qualitative research experience, culminating in a final project.
Ethics in Occupational Therapy (1 credit)  
CER-OCT-5101-AA  
This course provides students with an understanding of ethical dimensions related to practice in occupational therapy. Key official and legal documents that affect professional practice will be examined. Students will consider the interrelation between personal (moral), legal (public) and ethical decision-making and learn several conceptual approaches to understanding and resolving ethical dilemmas. Ethical dimensions of patient-caregiver-professional relationships, social contexts of healthcare, professional roles, professional documentation and communication, clinical research involving human subjects, and other ethical issues in scholarly inquiry.

Occupational Therapy Orthotics and Modalities (1 credit)  
CER-OCT-5102-AA  
This course will provide basic knowledge and skills in assessment and intervention techniques as they apply to orthotics and other modalities used in OT treatment. The student will have the opportunity to develop hands-on skills in an interactive laboratory with learning based in case study experiences.

Leadership and Management (2 credits)  
CER-OCT-5103-AA  
This course prepares students for varied roles within the healthcare delivery system including manager/program director, supervisor, advocate and entrepreneur. It includes an exploration of healthcare delivery systems and the regulatory and reimbursement mechanisms that affect delivery of OT services throughout the continuum of care. Through development of a professional portfolio, students demonstrate knowledge and personal awareness of resources that support leadership in practice, education, and health policy.

Assistive Technology and Emerging Practice (1 credit)  
CER-OCT-5200-AA  
This course provides students with an overview of assistive technology devices and services, including but not limited to: evaluation and assessment; selection; procurement; training, and follow up/follow along. Legislation and funding related to assistive technology will be discussed. Students will also explore emerging practice areas.

Evidence-Based Practice (2 credits)  
CER-OCT-5201-AA  
Using a combination of onsite and online instruction, students work through activities in this course that will help them understand how the EBP tools are applied to clinical training, clinical problem solving, and most importantly, clinical practice.
OT Theory and Practice in Mental Health and Community (3 credits)
CER-OCT-5202-AA
This course presents the theory and practice of community-based practice and prevention/transition services for the well population and populations at risk for specific mental, social, and/or environmental problems. Course material includes community context, multicultural competence, and principles of prevention, use of evidence to plan and evaluate services, and consultation and collaboration. Utilizing a life-span developmental perspective, information is presented on the needs of each target group and settings to access the population. The program development process is described in depth, with special emphasis on needs assessment and outcome evaluation.

Occupational Therapy Theoretical Perspectives (2 credit hours)
CER-OCT-5300-AA
This course provides students with professional knowledge in historical and current occupational theories, models of practice, and frames of reference. Comparing, contrasting and integrating a variety of occupation-based models and frames of reference is emphasized, as well as the development of therapeutic reasoning. Group theory and process are introduced and group leadership skills developed.

OT Theory and Practice for Children and Youth (4 credits)
CER-OCT-5301-AA
A lecture and lab format focuses on occupational performance in infancy, childhood, and adolescence. This course is a part of the professional and service delivery components of the curriculum and introduces occupational therapy theory, evaluation and intervention specifically relating to the pediatric population. Students will apply relevant theoretical constructs in problem based learning across a wide range of performance skill deficits and stages of pediatric development, emphasizing client and family centered care.

OT Theory and Practice for Adults (4 credits)
CER-OCT-5302-AA
This course presents an overview of the planning and implementation of occupational therapy services for adults while providing a continuation of the exploration and study of selected theories and frames of reference as applied to adults. Students will gain experiences in the practice of integrating occupational therapy frames of reference, activity analysis, theories of human development and human occupation and the process of clinical reasoning with the observation, evaluation, delivery and documentation of occupational therapy services for adults. Emphasis will be given to theoretical constructs as applied through occupation-based practice in adults.
OT Theory and Practice in Geriatrics (3 credits)
CER-OCT-5303-AA
A lecture and lab format requires students to demonstrate synthesis of key curricular elements applied to a traditional or emerging area of occupational therapy practice with older adults. Lectures proceed through the AOTA Practice Framework in an organized fashion with presentations emphasizing the dynamic intersection of the client, the context, and the client’s occupations. Special attention is paid to the issues and concerns of older adults, especially those at risk for health decline and loss of independence.

Pediatric Clinical Conditions (2 credits)
CER-OCT-5400-AA
This course provides students with an introduction to the most common health problems affecting the pediatric patient, from the newborn period through adolescence. Lectures focus on health promotion, disease prevention and screening, pathology identification and management, and patient education and counseling for the pediatric patient and his/her family.

Adult Clinical Conditions (2 credits)
CER-OCT-5401-AA
Students will study selected diseases throughout the life span, including adult and older adult stages. Areas of focus include the fundamental facts, medical and surgical interventions in developmental, orthopedic, neurological and metabolic disorders. Disorders and medical and surgical interventions/treatments are discussed in addition to how they impact the client and their occupational roles and performances.

Behavioral Health Conditions (2 credits)
CER-OCT-5402-AA
This course addresses the etiology and symptoms of behavioral health conditions throughout the adult life span, commonly referred for occupational therapy services. The effects of trauma and disease on the biological, psychological, and social domains of occupational behavior are introduced. The influence of culture and diversity, environmental context and psychological issues, as well as the impact of occupation and health promotion in practice are examined. Disorders, medical, pharmacological, and therapeutic interventions are discussed including procedures and precautions necessary to ensure client and caregiver safety.

Capstone Project (1 credit)
CER-OCT-6000-AA
This course serves as a culminating experience in the occupational therapy program. Students are required to demonstrate critical thinking, leadership skills, and the ability to synthesize information gained through didactic and fieldwork components of the curriculum. This is accomplished through reflection papers and the development and presentation of a professional poster highlighting contributions of occupational therapy in addressing the health needs of individuals, families and communities. This course includes both didactic classroom time and a distance learning format.
Capstone Synthesis (1 credit)
CER-OCT-6001-AA
This course completes a culminating experience in the occupational therapy program. Students are required to demonstrate critical thinking, leadership skills, and the ability to synthesize information gained throughout the curriculum. This course takes place in a distance learning format).

Fieldwork Level 2A (6 credits)
CER-OCT-6030-AA
This course entails twelve weeks of full-time, supervised clinical experience with the opportunity to treat individuals with a variety of diagnoses across the life span. Fieldwork 2A is an in-depth experiential field experience that is critical to occupational therapy education. In supervised settings, students apply their academically acquired body of knowledge. This occurs in varied settings where occupational therapy services are provided. This includes institutions, outpatient clinics, community-based services and/or schools. These fieldwork sites deliver acute, sub-acute or chronic care. This course addresses the contextual application component of the curriculum; reflecting the educational themes of occupation, professional development and leadership, interdisciplinary collaboration, and critical reasoning.

Fieldwork Level 2B (3 credits)
CER-OCT-6031-AA
This course entails six weeks of full time supervised clinical experience with the opportunity to treat individuals with a variety of diagnoses across the life span. Fieldwork 2B is an in-depth experiential field experience that is critical to occupational therapy education. In supervised settings, students apply their academically acquired body of knowledge. This occurs in varied settings where occupational therapy services are provided. This includes institutions, outpatient clinics, community-based services and or schools. These fieldwork sites deliver acute, sub-acute or chronic care. This course advances the contextual application component of the curriculum; reflecting the educational themes of occupation, professional development and leadership, interdisciplinary collaboration, and critical reasoning.

Fieldwork Level 2C (3 credits)
CER-OCT-6032-AA
This course entails six weeks of full-time, supervised clinical experience with the opportunity to treat individuals with a variety of diagnoses across the life span. Fieldwork 2C is an in-depth experiential field experience that is critical to occupational therapy education. In supervised settings, students apply their academically acquired body of knowledge. This occurs in varied settings where occupational therapy services are provided. This includes institutions, outpatient clinics, community-based services and or schools. These fieldwork sites deliver acute, sub-acute or chronic care. This course further advances and solidifies the contextual application component of the curriculum; reflecting the educational themes of occupation, professional development and leadership, interdisciplinary collaboration, and critical reasoning.
MSOT Fieldwork Component Overview

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The Salus MSOT fieldwork education program (Levels I and 2) is designed to provide our students with opportunities to integrate academically acquired education with practice. It is during the students’ experiences in fieldwork that they can learn, apply, practice, and refine skills of observation, evaluation, treatment planning and implementation, documentation and communication.

In the fieldwork setting, the students begin to define their future role as practicing occupational therapists and develop the necessary personal and professional skills essential to meeting the demands of this challenging field. Fieldwork education, or apprenticeship, is an integral part of the MSOT program at Salus University. Participation in the authentic environment of practice allows our students to perform components of the work required of an OT practitioner.

Fieldwork education is divided into Level 1 Fieldwork and Level 2. Fieldwork and is an essential and required component of the occupational therapy educational program. In order to graduate from the MSOT Program, each student must successfully complete three Level 1 fieldwork placements and two Level II fieldwork placements (the second Level 2 fieldwork is divided into two progressive halves).

Fieldwork Level 1 Experiences
The goal of Level 1 fieldwork is to introduce the student to the fieldwork experience, to apply knowledge to practice, and to develop an understanding of the needs of clients. Each Salus University fieldwork Level 1 course has a specific focus based on a curricular theme that links it to the overarching curricular design of the program. All Level 1 Fieldwork experiences are embedded in an Applied Tenets course, which provides didactic classroom time to support the Level 1 fieldwork experience.
Fieldwork Level 2 Experiences
Level 2 Fieldwork is an exceptional opportunity for students to solidify their skills and competencies as they prepare to enter the profession. The goal of Level 2 Fieldwork in the MSOT program to develop competent, entry-level generalists. In Level 2 Fieldwork, students have an in-depth experience in the delivery of occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. Salus University Level 2 Fieldwork courses are also designed to enable students to fully and confidently integrate the program’s four curricular themes and apply them to practice. Additionally, students are expected to be able to demonstrate, in Fieldwork Level 2 experiences, that they have mastered the learning objectives of the Salus program and can implement this learning in clinical settings. The Fieldwork Level 2 experiences serve as a culminating link between the didactic classroom portion of our curriculum and professional settings, building on a process started in the Fieldwork 1 courses (Applied Tenets 1, 2, and 3).
SPEECH-LANGUAGE PATHOLOGY PROGRAM

The University’s will welcome its inaugural cohort of students for the Master of Science (MS) degree program in Speech-Language Pathology (SLP) in the academic year 2014-2015.

Program Overview

The intent of this graduate program in Speech-Language Pathology is to prepare entry level speech-language pathologists who can provide speech, language, voice, cognition, and swallowing diagnostic and intervention services to clients in medical and educational settings. The curriculum will also be driven by our five unique core themes: Cultural Competence, Prevention of Communication Disorders, Medical and Educational Leadership, Interprofessional Education/Intercollaborative Service and Integrative Anatomy Neuroscience and Genetics using cadavers.

The curriculum for the Master of Science degree in Speech-Language Pathology consists of five semesters of coursework totaling 60 credits. Typically, the entry point for each student cohort is Fall Semester of each year (called Year 1). Students who maintain continuous enrollment for the next four semesters (including summer term) will graduate in the spring semester of Year 2.
CURRENT ACCREDITATION STATUS

The University submitted an application for candidacy for (new) graduate programs on April 7, 2014 to the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (CAA/ASHA).

All new programs seeking accreditation by CAA/ASHA are required to apply for Candidacy Status as the first step in the three-step candidacy process for new programs. The intent of this rigorous process is to ensure that the institution requesting new graduate degree programs is fully committed to the development and sustainability of a quality program.

In May 2014 the University was awaiting feedback from CAA/ASHA regarding the submitted application. Upon approval of the application, CAA/ASHA will schedule a site visit. After a report to the full CAA/ASHA committee is submitted by the site visitors a vote for approval or non-approval of the new program seeking Candidacy Status will be held.

Once the Salus SLP program obtains Candidacy Status, the University will have three to five years to apply for full program accreditation. During that time, the University must graduate two cohorts of students. Those graduates must: meet CAA/ASHA expectations and requirements such as degree program completion in a timely manner; pass the national Praxis II Exam in Speech-Language Pathology; obtain employment as clinical Fellows and independent full-time employees, and meet criteria to obtain certification by ASHA (the Certificate of Clinical Competence in Speech-Language Pathology) and state licensure or certification, etc.

Timelines vary for completion of this process, but the normal, expected timeframe for completion and a response by CAA/ASHA for new programs is within 12-18 months. Given this timeline, the University is anticipating the start of official enrollment for the inaugural class of speech-language pathology graduate students sometime during Academic Year 2014-15. Updates on candidacy and accreditation status will be posted to the University’s website at http://www.salus.edu/cer_Speech/index.html.

The Council on Academic Accreditation in Audiology and Speech-Language Pathology is operated through the American Speech-Language-Hearing Association. For more information about new program Candidacy or Accreditation, please contact: Ms. Susan Flesher, associate director of Accreditation Services, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850-3289, sflesher@asha.org.
**ADMISSIONS**

**Admissions Process**

**Criteria**

All applicants must have completed their undergraduate studies and must hold an undergraduate or graduate degree from an accredited college or university in order to be admitted to a program of studies in the College of Education and Rehabilitation.

The University actively seeks applicants from every state in the nation. Enrolled students represent many states as well as Canada and other countries. The Admissions Committee has established policies and procedures to select students who are best qualified to serve the public and the speech-language pathology profession in the years to come.

Applicants successfully meeting the admissions criteria are invited to visit the University for an interview with faculty from the Department of Speech-Language Pathology, which will provide further insight into the applicant's interpersonal skills, professionalism, and motivation. The candidate will also meet with a member of the Office of Admissions to discuss his or her application. The visit affords the individual an opportunity to tour the campus and meet with personnel from the College of Education and Rehabilitation. Financial Aid information will also be provided.

It is recommended that an applicant have a minimum GPA of 3.0 on a 4.0 grade scale from their graduating institution. Students with less than a 3.0 GPA should consult with the Salus University Office of Admissions prior to applying.

To be considered for this program an applicant must:

- Submit a properly completed application online, plus a non-refundable application fee in the amount of $50.00 via online payment.
- Submit official transcripts (undergraduate, graduate, professional) from all colleges attended. Partial transcripts should be submitted if courses are still in progress. Official transcripts must be submitted directly to the Salus University Office of Admissions from each institution. Transcripts will not be accepted from the applicant. A transcript marked “Issued to Student” is not acceptable, even when submitted in a sealed envelope.
- Complete 25 hours of directed Clinical Observation by a certified (CCC-SLP) speech-language pathologist. A minimum of two (2) different SLP settings are highly recommended. Observations may be performed as a volunteer and/or via employment in a non-speech-language pathology capacity.
• Achieve satisfactory score results (50th percentile rankings or higher recommended) on the verbal, quantitative and analytical writing sections of the Graduate Record Exam (GRE) offered by Educational Testing Services (ETS).

• Submit three (3) letters of recommendation that indicate your ability to handle the rigors of graduate studies as well as characteristics you possess as a future health scientist in the discipline of speech-language pathology. **Letters of recommendation must be sent directly to the Salus University Office of Admissions.** They must also be written on letterhead and include the author’s signature. Specifically, letters should be from the following individuals:
  
  o One letter from an ASHA-certified, state licensed speech-language pathologist regarding your personality, work ethics, shadowing/observation experiences;

  o One letter from a college/university faculty member at the undergraduate level or post-baccalaureate prerequisite coursework level. Students can also request a letter from a research supervisor who can assess and write to your ability to complete graduate studies. In either case, the author of the letter should be able to write about those character traits that make you qualify as a future speech-language pathology professional;

  o One letter from another person of authority (i.e., faculty, clinically related work supervisor, speech-language pathologist) regarding your work and/or who can assess your qualifications for graduate studies, your ability to complete graduate work and the contributions you can make as a future speech-language pathologist to adult and/or pediatric populations who are mentally and/or physically challenged.

All credentials submitted on behalf of an applicant become a part of that applicant’s file with the University and cannot be returned.
Prerequisites

These prerequisites are based on the standards of the University and the credentialing standards set forth by the Council on Certification in Audiology and Speech-Language Pathology that become effective on September 1, 2014.

Applicants for the Master of Science degree program in speech-language pathology must demonstrate completion of (or a plan to complete) the prerequisites at four-year institutions of higher education with a grade of B or higher.

Prerequisite courses must be completed prior to beginning this program. Applications may be submitted to the Salus University Admissions Office prior to prerequisite completion. Applicants may submit a plan for pre-requisite completion with their admissions application materials. Official transcripts showing prerequisite completion are required prior to program enrollment and matriculation.

Prerequisite Courses

The applicant must have successfully passed three semester credits of each of the following courses with a grade of 3.0 (B) or better:

- Biological Science (Human Biology with lab*) – 1 semester
- Physical Science (Physics or Chemistry with lab*) – 1 semester
- Social/Behavioral Science (Psychology, Sociology, Anthropology or Public Health) – 1 semester
- Statistics (Math, Biology or Psychology) – 1 semester
- Anatomy and Physiology of the Speech and Hearing Mechanism – 1 semester
- Phonetics – 1 semester
- Speech and Hearing Science – 1 semester
- Introduction to Audiology – 1 semester
- Normal Speech-Language Development – 1 semester
- Phonology & Language Disorders – 1 semester

(*Only one lab in either biological sciences or physical sciences is required. Students may choose to take the course with lab of their choice to meet this requirement.)

Additionally, the University highly encourages - but does not require - additional coursework in Neurology of Communication Sciences (Neuroanatomy and Neuropathology), Voice and Fluency, Diagnostics, Treatment Considerations and Linguistics.
Prerequisites credits completed ten or more years prior to the anticipated entrance date will be reviewed for approval on an individual basis.

International Students and Practitioners
For international students and practitioners who have completed course work outside of the U.S. or Canada, please provide the Office of Admissions with the following information:

- A course-by-course credential review from an accredited agency, which evidences all post-secondary studies completed. Please consult agency’s web site for requirements to complete the evaluation. An official evaluation must be sent from the agency directly to Salus University, Office of Admissions, and 8360 Old York Road, Elkins Park, PA 19027. These services are provided by various agencies including: World Education Services, PO Box 745, Old Chelsea Station, New York, NY 10113-0745, Phone 212-966-6311, www.wes.org.

- Official results of a TOEFL (Test of English as a Foreign Language www.toefl.org) examination.

- International practitioners should submit a letter of reference from a Department Chairperson or Supervisor along with two references from former faculty.

Notification of Acceptance

An applicant will be notified of his or her acceptance. Upon receipt of his/her acceptance, an applicant is required to pay a $1,000 matriculation fee to the University prior to the start of classes, payable as follows:

Return the matriculation form with 14 days of the date of the acceptance letter. If an acceptance is given in the year prior to the start of the program a $500 deposit is due by January 15. If accepted after January 15, the $500 deposit must accompany the matriculation form.

The balance of $500 for the matriculation fee is due April 15.

All monies received above will be applied toward first term fees.

FINANCIAL INFORMATION

A graduate education carries variable costs that are dependent on a number of factors. In addition to tuition and fees, there are living expenses, books, equipment and incidental expenses to be considered. A variety of financial assistance is available to students in the form of scholarships, grants, student loans, and work-study opportunities. Additional information relating to financial assistance can be found in the Student Handbook.
Tuition

Tuition and fees for the Master of Science degree in Speech-language Pathology are due and payable two weeks prior to the start of each session and are subject to change.

Tuition: $810 per credit hour.

Fees

Activity fee is $320. Activity fees are billed at the beginning of the first semester.

Laboratory fee is $60. Laboratory fees are charged each semester from fall of the first year through fall of the second year.

Technology fee is $120. Technology fees are billed every semester.

Background compliance fee: $150. Background check fees are billed in the first semester of the first year and in the summer semester of subsequent years.

Commencement fee is $180. Commencement fees are billed during the first semester of the year in which the student graduates.

Drop/Adds must be completed within two weeks after the first day of the semester. Some courses start at a time other than the first day of the semester but must be added or dropped within two weeks of the semester, regardless of a course start date. Drop/Adds must be filed directly with the Registrar’s office.

The University’s refund policy can be found on page 14.
Curriculum

Master of Science Degree in Speech-Language Pathology

Please note: all course numbers have the prefix CER-SLP-xxxx-AA

FIRST YEAR

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>5000-AA</td>
<td>Neuroscience</td>
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<td>5100-AA</td>
<td>Articulation and Phonological Disorders</td>
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<td>Motor Speech Disorders</td>
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<td>Prevention, Assessment and Treatment of Communication Disorders in Children: 0 to 5</td>
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<td>Adult Language Disorders 1: Aphasia and Right Hemisphere Damage</td>
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<td>5400-AA</td>
<td>Research Design and Application of Evidence-Based Practice in SLP</td>
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<td>Dysphagia</td>
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<td>5131-AA</td>
<td>Prevention, Assessment, Treatment of Communication Disorders in School Children: 6 to 21</td>
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<td>5002-AA</td>
<td>Applied Integrative Anatomy for SLP</td>
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<td>6030-AA</td>
<td>Clinical Management and Practicum 1</td>
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Spring Total 13.00

FIRST YEAR 28.00
Please note: all course numbers have the prefix CER-SLP-xxxx-AA

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<td>Autism Spectrum Disorders</td>
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<td>5302-AA</td>
<td>Fluency Disorders</td>
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<td>5303-AA</td>
<td>Voice Disorders</td>
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<td>5003-AA</td>
<td>Communications Disorders in Culturally &amp; Linguistically Diverse Populations</td>
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<td>Special Topics Seminar 2**</td>
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<td>5402-AA</td>
<td>Capstone Project in Speech-Language Pathology</td>
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| **SECOND YEAR** | **32.00** |

| **Program Total** | **60.00** |

The credit unit is equal to one hour.
COURSE DESCRIPTIONS

Please note: Courses marked as “blended” combine in person and online learning.

CER-SLP-5000-AA  Neuroscience (3 credits)
An overview of the anatomy and physiology (structure and function) of the central nervous system (CNS) and the peripheral nervous system (PNS). Special emphasis is placed on how these structures support the production of speech, language, cognition, voice and swallowing. Communication and swallowing disorders associated with pathophysiology the CNS and PNS are also presented.

CER-SLP-5001-AA  Counseling Foundations in Communication Disorders (2 credits)
An introduction of counseling skills needed by speech-language pathologists in their daily interactions with clients/patients and their families. A broad overview of counseling theories and techniques will be provided, with an emphasis throughout the course on “positive psychology” and a wellness perspective. Discussion and practice of effective communication techniques, including verbal, nonverbal, and interpersonal communication. Students will understand the emotional needs of individuals with communication disorders and their families, and how communication disorders affect the family system. Counseling needs of individuals with specific disorders will be discussed, including those with fluency disorders, autism spectrum disorders, hearing loss, acquired/adult language and cognitive disorders, and congenital disorders.

CER-SLP-5003-AA  Communication Disorders in Culturally and Linguistically Diverse Populations (2 credits)
Foundational issues involved in serving culturally and linguistically diverse populations with a focus on developing and exhibiting cultural competence when conducting interviews, patient/family education and counseling. Investigates how to collect data on relevant cultural and linguistic background and incorporate this information into the therapeutic process. Consideration is given to reliability and validity of standardized assessment tools based on those culturally distinct populations that were used by authors of the examinations upon which normative data were generated. Treatment approaches that respect and incorporate the cultural-linguistic background of the patient and family members will also be discussed.

CER-SLP-5100-AA  Articulation and Phonological Disorders (3 credits)
Articulatory phonetics, phonological processes and backward and forward co-articulation are presented. Contemporary assessment and intervention tools for articulatory and phonological delays and disorders, including specific remediation procedures are demonstrated.
CER-SLP-5130-AA  Prevention, Assessment and Treatment of Communication Disorders in Children: Zero to Five (2 Credits)
Etiologies, risk factors, inter-disciplinary assessment and analysis of language disorders in infants, toddlers, and preschool aged children using formal and informal measures. Language facilitation and intervention strategies are presented. Includes practice in the analysis of child speech and language samples.

CER-SLP-5002-AA  Applied Integrative Anatomy for SLP (2 credits)
Lecture and lab provide students with a background in gross human anatomy using pro-sected body parts of cadavers. Emphasis is on body structures supporting the speech, voice and swallowing mechanisms, including anatomical structures associated with respiration, phonation, articulation/resonance and mechanics of swallowing using upper and lower digestive systems.

CER-SLP-5004-AA  Professional Issues and Ethics in Speech-Language Pathology (2 credits)
Issues related to employment settings, job exploration/preparation, credentialing and licensure application and acquisition, trends in service delivery, ethics, legal considerations and professional advocacy including state, national and international politics associated with speech-language pathology. Course content parallels guidelines associated with the American Speech-Language-Hearing Association (ASHA) Scope of Practice, Code of Ethics, Preferred Practice Patterns and credentialing guidelines established by the ASHA Council for Clinical Certification. Professional leadership, volunteerism and patient/client advocacy will be discussed and encouraged.

CER-SLP-5030-AA  Special Topics Seminar 1 (2 credits)
Topics of current interest to the profession of speech-language pathology. Guest lecturers and research literature related to speech, language, voice, swallowing and contemporary professional issues will be incorporated. The intent of this seminar is to expand upon the overall understanding of the discipline of speech-language pathology by covering topics not routinely covered in a standard speech-language pathology curriculum. Topics may vary from year to year depending on the current state-of-the art or ‘hot topics’ being discussed with the state and at the national and international levels.

CER-SLP-5031-AA  Special Topics Seminar 2 (2 credits)
Continuation of topics of current interest to the profession of speech-language pathology using guest lecturers and research literature to discuss speech, language, voice, swallowing and contemporary professional issues.
CER-SLP-5131-AA  Prevention, Assessment and Treatment of Communication Disorders in School-Aged Children: 6-21 (2 credits)
A comprehensive study of children's phonologic, morphemic, syntactic, semantic, pragmatic and emerging literacy impairments with focus on etiologies, characteristics, and associated risk factors. Formal and informal assessment methods, service delivery models (i.e., classroom interactions between the teacher and speech-language pathologist) and intervention strategies in our culturally and linguistically diverse population are presented. The role of the speech-language pathologist in developing Individualized Education Plans (IEPs) is discussed.

CER-SLP-5230-AA  Adult Language Disorders 1: Aphasia and Right Hemisphere Damage (2 credits)
Definitions, characteristics, classifications, epidemiology, pathophysiology, etiologies, differential diagnosis of aphasia and cognitive-linguistic disorders associated with right brain hemisphere damage. Formal and informal assessment tools and intervention strategies will be presented.

CER-SLP-5231-AA  Adult Language Disorders 2: Traumatic Brain Injury and the Dementias (2 credits)

CER-SLP-5300-AA  Motor Speech Disorders (2 credits)
An overview of pathophysiology and the symptomatology of the dysarthrias and apraxia of speech. Assessment, differential diagnosis and treatment of developmental and acquired apraxia of speech and the dysarthrias are discussed. Classification schemes will be presented as will the best diagnostic and intervention practices using evidence-based practice research. Both perceptual and objective measures of the dysarthric and apraxia speech and vocal mechanism will be examined.

CER-SLP-5301-AA  Autism Spectrum Disorders (2 credits)
Current research on the epidemiology, etiologies and characteristics associated with various clients along the autism continuum. Assessment and clinical management strategies for pediatric and adult populations with autism are discussed. Family education and family and community intervention approaches and supportive resources are presented.

CER-SLP-5302-AA  Fluency Disorders (3 credits)
Etiologies, epidemiology characteristics and classifications of persons with fluency disorders are presented. Diagnosis and therapeutic intervention for both pediatric and adult populations who exhibit stuttering and cluttering behaviors are discussed.
CER-SLP-5303-AA  Voice Disorders (3 credits)
Study of normal laryngeal physiology, vocal hyperfunction and vocal pathophysiology ranging from vocal nodules and polyps to vocal cord paralysis and cancer of the larynx. Includes functional/behavioral, organic and neurogenic etiologies of voice disorders. Perceptual and objective diagnostic measures and specific intervention techniques are presented. Research studies examining evidence-based practice, care of the professional voice and prevention of voice disorders will also be discussed.

CER-SLP-5304-AA  Technology in Speech-Language Pathology: Augmentative and Alternative Communication and Computer Applications (2 credits)
Assessment strategies and AAC systems ranging from simple communication picture and alpha-numeric boards to highly technical and sophisticated electronic boards that 'speak' using artificial voices, all of which are used to improve the communication skills of individuals with limited or nonfunctional speech-language production will be discussed, demonstrated and used. Students will also be introduced to computer applications in speech-language pathology that can be incorporated in the diagnostic and therapeutic process.

CER-SLP-5400-AA  Research Design and Application of Evidenced Based Practice in Speech-Language Pathology (2 credits)
Strategies and methodology in the design and analysis of research in communication sciences and disorders. Includes a module on how to find and identify the most efficacious and efficient evidence for clinical application in the diagnosis and treatment of communication disorders. Students will also identify a research topic that will be used throughout the remainder of their studies as their Capstone Project topic.

CER-SLP-5401-AA  Dysphagia (3 credits)
Normal anatomy and physiology of mastication and deglutition (chewing and swallowing) as well as disrupted stages of feeding and swallow are presented for pediatric, adult and elderly patients. Discussion of etiologies and characteristics of swallowing disorders. Interprofessional education and inter-collaborative service models are described in the diagnosis and treatment of dysphagia along with current research indicative of best practices.

CER-SLP-5402-AA  Capstone Project in Speech-Language Pathology (2 credits)
Culmination of research, special service delivery and/or community education and service project that is student directed. Projects are mentored into fruition by faculty in the Department of Speech-Language Pathology. Student presentations (poster and oral) to the faculty, student peers within the department and fellow students and faculty across the university.

CER-SLP-5500-AA  Aural Habilitation/Rehabilitation (2 credits)
Application of methods and procedures for management of the individual with a hearing impairment and the role of the speech-language pathologist. Includes language, speech, auditory training, speech-reading, and subject-matter tutoring.
CER-SLP-5555-AA  Evidence-Based Practice in Interprofessional Education: General Concepts (2 credits)
A highly interactive, interprofessional course taught across all of the health sciences academic programs at the University. Helps students understand how evidence based practice tools are applied to clinical training, clinical problem solving and most importantly, clinical practice.

CER-SLP-6000-AA  Clinical Foundations (1 credit)
An introduction to clinical policies, procedures and processes including: development and recording a case history; conducting patient and family/caregiver interviews; basic principles of assessment; differential diagnosis; report writing with long- and short-term goals; development of clinical lesson plans; generating patient progress notations (e.g., SOAP notes, computerized progress checklists, narrative notes), and use of effective communication strategies (verbal, non-verbal and interpersonal ‘soft’ skills) when interacting with the patient and family members. Clinical problem solving cases using SimuCase and/or actors who mimic various communication disorders are included for individual and small group analysis. Direct and engaged student observations and analysis of diagnostic and therapeutic techniques and settings (videotaped and/or real-time) by trained, certified (CCC-SLP) speech-language pathologists.

CER-SLP-6030-AA  Clinical Management and Practicum 1 (2 credits)
Development of clinical decision-making skills and applying those skills to evaluate and treat pediatric, adult and elderly clients with various communication disorders. Includes the use of appropriate interview and counseling techniques with clients and family members from various cultural and linguistic backgrounds. Student-generated long- and short-term goal setting, diagnostic and treatment lesson planning, clinical session preparation of materials and reinforcement award systems for patient motivation and active participation; establishing measureable outcome data and incorporating clinical techniques used and resulting outcome data measures for progress notation and report writing under the close supervision of on-campus clinical educators. Clinical session planning and implementation will involve students working in pairs and individually.

CER-SLP-6031-AA  Clinical Management and Practicum 2 (2 credits)
Student-generated evaluation and treatment of children, adults and the elderly with communication disorders at the Salus University on-campus clinic under the supervision of ASHA certified faculty and clinical educators. Real-life application of clinic foundational knowledge, skills and materials while earning clinic hours under the supervision of ASHA-certified (CCC-SLP) and Pennsylvania state-licensed speech-language pathologists. More independent student clinicians who demonstrate expected didactic knowledge and clinical competencies at this stage will be placed in their first off-campus external placement site under certified and licensed speech-language pathologists who will serve as externship clinical supervisors.
CER-SLP-6032-AA  Clinical Management and Practicum 3 (2 credits)
External clinical placement site involving hospital, rehabilitation, private and public schools, pre-schools, skilled nursing facilities, home-based and private practice clinical settings. Students are under the supervision of a certified and licensed external placement speech-language pathologist. Adaptation of time-schedule for service delivery, workload requirements as well as the particulars involving report writing, individual education plans (IEPs) progress notation, billing procedures, interprofessional team patient care management using a case manager (usually a nurse or social worker), work related policies and procedures and other duties as assigned are experienced by the student clinician.

CER-SLP-6033-AA  Clinical Management and Practicum 4 (4 credits)
Full-time evaluation and treatment of pediatric, adult and/or elderly patients with communication disorders or dysphagia in an external clinical setting under supervision of an external site, certified and licensed speech-language pathologist.
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